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ABSTRACT

The Quality Assistance Plan (QAP) for Vocational Education in Illinois is a state-funded program for locally initiated, developed, implemented, and evaluated projects that was begun in Fiscal Year 1982. Its purpose is to build the capacity, in each educational setting, for the improvement of vocational education programs. That improvement should be such that each student will be assured of readiness for either immediate employment or continued education in preparation for later employment. In its four years of existence, the QAP has provided mini-grants to some 769 projects, an average of 192 projects per year. Grant sizes have ranged from \$850 to \$10,000, depending upon the vocational reimbursement amount of the applicant institution. Applicants have included secondary schools, secondary area vocational centers, community colleges, and state agencies. During Fiscal Year 1983, it was determined that one of the Fiscal Year 1984 research projects would be a third-party evaluation to assess the impact of the Quality Assistance Plan. This document was prepared as one of two final products associated with that third-party evaluation. Its contents include (1) an introduction to the QAP and impact assessment design, (2) data on project impact assessments, (3) state-level technical assistance, (4) technical assistance for QAP writers, and (5) major conclusions and 19 recommendations. Over half of the document contains such exhibits as QAP survey results and survey package, brochure, funding levels, memoranda, and workshop materials. (KC)

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**The
Quality Assistance
Plan For Vocational
Education
in Illinois**

**Illinois
State Board of
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**Adult,
Vocational and
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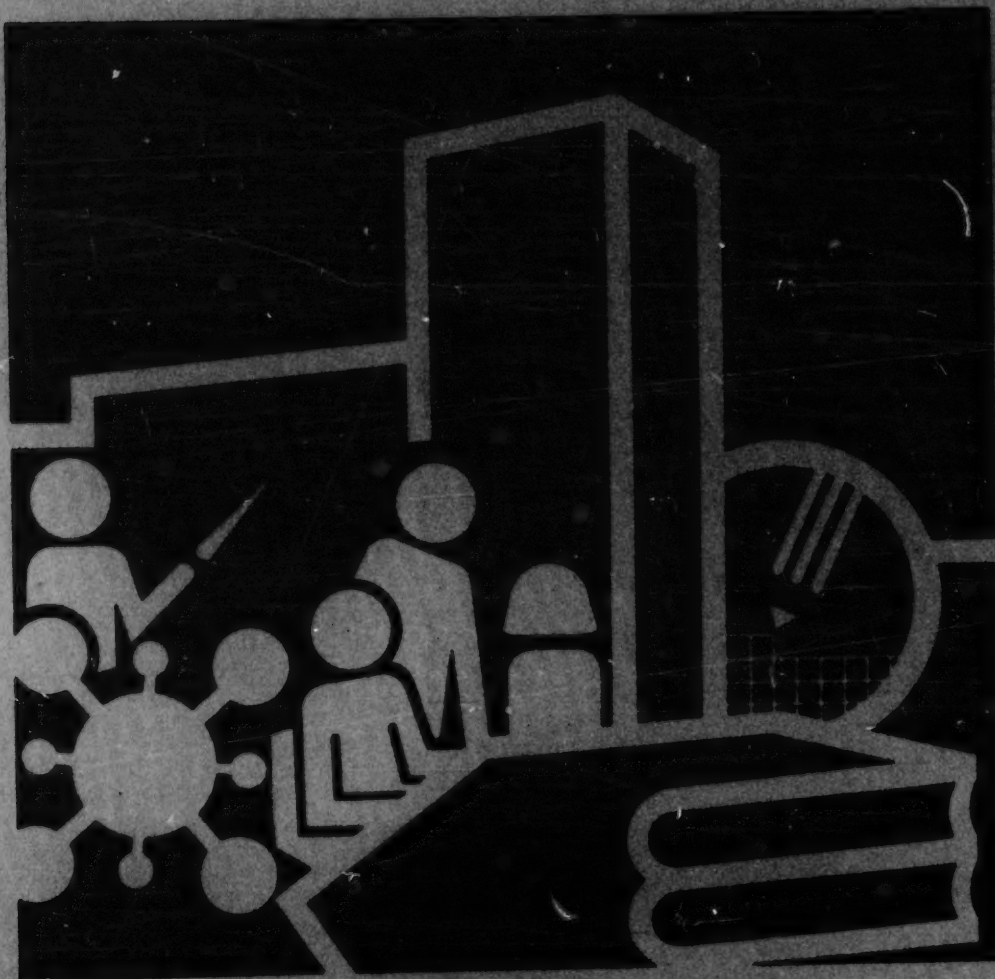
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**The
Quality Assistance
Plan For Vocational
Education
In Illinois**

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Technical Education

Research and
Development Section

June, 1985

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EXECUTIVE SUMMARY

The Quality Assistance Plan (QAP) for Vocational Education in Illinois was initiated in Fiscal Year 1982 by the staff of the Illinois State Board of Education/Department of Adult, Vocational and Technical Education. Its intent was to provide financial and technical assistance to local education agencies for vocational education program and staff development. Currently, the Quality Assistance Plan is described as "a state funded program for locally initiated, developed, implemented, and evaluated projects. Its purpose is to build the capacity, in each educational setting, for the improvement of vocational education programs, such that each student will be assured of readiness for either immediate employment or continued education in preparation for later employment."

In its first four years of existence, the QAP provided mini-grants to some 769 projects or an average of 192 projects per year. Grant sizes ranged from \$850 to \$10,000, depending upon the vocational reimbursement amount of the applicant institution. Applicants included secondary schools, secondary area vocational centers, community colleges, and state agencies.

During Fiscal Year 1983, it was determined that one of the Fiscal Year 1984 Research Projects for the following year would be the conduct of a third-party evaluation to assess the impact of the Quality Assistance Plan. In July, 1983, Educational Operations Concepts, Inc. (EOC) was awarded a Funding Agreement to conduct the impact assessment project as an independent evaluator. In July, 1984, a continuation Funding Agreement was approved in order to continue to assess impact of the Quality Assistance Plan, and to provide technical assistance during Fiscal Year 1985, based on the results of the initial impact assessment project.

The purpose of the Fiscal Year 1984 evaluation activities had been two-fold as follows:

- . to determine short-term impact by assessing Quality Assistance Plan projects funded in Fiscal Year 1983; and
- . to initiate a plan for long-term impact assessment of the Quality Assessment Plan to improve future efforts.

Based upon the Fiscal Year 1984 two-fold purpose and evaluation findings and recommendations, the following project activities for Fiscal Year 1985 Continuation Project were proposed and adopted:

- . OBJECTIVE 1: Complete (Long-Term) Quality Assistance Plan (QAP) Project/Program Impact Assessments;
- . OBJECTIVE 2: Provide, on an ongoing basis, State-Level Technical Assistance for the Quality Assistance Plan; and
- . OBJECTIVE 3: Provide, on an ongoing basis, Technical Assistance to Quality Assistance Plan Writers.

In 1982, the University of Illinois, Department of Vocational and Technical Education, with support from the State Board of Education (DAVTE), developed a resource titled Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). This document defined impact as: *the consequence(s) of funded vocational education research and development projects and programs*. Furthermore, impact was discussed and classified in terms of source, time, intent, relationship to goals, and its positive or negative nature.

The Fiscal Year 1984 Request for Proposal relating to the impact assessment of the Quality Assistance Plan noted that "applicants are required to use the processes suggested in this document (i.e., of Project IMPACT) to determine the short-term and long-term impact assessment of the Quality Assistance Plans." The Project IMPACT resource was accordingly utilized in the development of a conceptual framework for the impact assessment project, utilizing the following types of assessment and technical assistance procedures:

- . Development of Project Abstract/Request for Information;
- . Preliminary interviews;
- . Documentation research;
- . Construction of composite data profiles;
- . Development of impact-related research questions;
- . Development, administration, follow-up and analyses of surveys of local plan writers and vocational teachers;

- . On-site visitations;
- . Follow-up (telephone) interviews;
- . Provision of State-Level Technical Assistance; and
- . Provision of Technical Assistance to Quality Assistance Plan Writers.

Major findings and conclusions related to the Fiscal Year 1985 Continuation Project, including impact assessment design and project/program impact assessments, as well as observations relating to state-level and QAP plan writer technical assistance, are documented in Sections 1 - 4 following. Major conclusions and recommendations, totalling nineteen, are presented fully in Section 5 according to four areas of the Quality Assistance Plan:

- . Impact Assessment Design (in Quality Assistance Plan Assessment Activities): State Level;
- . Quality Assistance Plan (QAP): Project/Program Impact Assessments;
- . Quality Assistance Plan (QAP): State-Level Technical Assistance; and
- . Quality Assistance Plan (QAP): Technical Assistance for Plan Writers.

The remainder of the Executive Summary consists of brief summary statements of each of the nineteen major recommendations.

IMPACT ASSESSMENT DESIGN (IN
QUALITY ASSISTANCE PLAN
ASSESSMENT ACTIVITIES): STATE LEVEL

1. Continue to develop long-term Program goals for the Quality Assistance Plan.
2. Continue to adopt the comprehensive definition and classification structure of Project IMPACT.
3. Adopt "long-term/short-term" impact delineations for research design purposes only.
4. Assess Quality Assistance Plan projects on a short-term basis only.
5. Assess the Quality Assistance Plan as a state-level program on a long-term basis only.
6. Expand the Impact Assessment Design to include quantitative measures of change in populations and processes.
7. Work to synthesize qualitative and quantitative methodologies into a research and development impact assessment resource.

QUALITY ASSISTANCE PLAN (QAP):
PROJECT/PROGRAM IMPACT ASSESSMENTS

8. Continue the Quality Assistance Plan as a statewide initiative.
9. Continue the Quality Assistance Plan as a state-funded program for local initiatives. Initiate conscious efforts to involve teachers and counselors, particularly in regional QAPs.
10. Continue to develop strategies that encourage local cooperation in all phases of the Quality Assistance Plan, encouraging vocational plan writers to emphasize the evaluation of QAP activities with vocational instructors.
11. Continue to increase awareness and understanding of the Quality Assistance Plan among all vocational educators.

QUALITY ASSISTANCE PLAN (QAP):
STATE-LEVEL TECHNICAL ASSISTANCE

12. Continue to improve QAP application/reporting procedures.
13. Reinforce closely-linked efforts between the Research and Development Contract Administrators and the Regional Vocational Administrators in the review and processing of QAP applications and technical assistance to QAP plan writers.
14. Continue to develop QAP management information and processing procedures.
15. Encourage teacher education initiatives to include QAP topics such as awareness, needs assessment, writing and evaluation.
16. Take steps to minimize the percentage of deobligated QAP funds through improved local planning.
17. Ensure that QAP funding supplements but does not supplant Illinois vocational education funding.

QUALITY ASSISTANCE PLAN (QAP):
TECHNICAL ASSISTANCE FOR PLAN WRITERS

18. Continue development of inservicing and technical assistance for QAP plan writers in: needs assessment; staff involvement; problem definition; design of objectives; design of evaluation for effectiveness; and locally-useable materials.
19. Include Education for Employment planning grantees in QAP inservice and technical assistance efforts.

Illinois State Board of Education

Department of Adult, Vocational and Technical Education Research and Development Section

Product Abstract

1. Title of material The Quality Assistance Plan for Vocational Education in Illinois

2. Date material was completed June 30, 1985

3. Please check one: New material ☒ Revised material ☐ Field-tested material ☐

4. Originating agency Educational Operations Concepts, Inc.
Address 1773 Skillman West, Saint Paul, Minnesota Zip Code 55113

5. Name(s) of developer(s) Fred C. McCormick, Ph.D., and Eileen R. McCormick, M.S.
Address 1773 Skillman West, Saint Paul, Minnesota Zip Code 55113

6. Developed pursuant to Contract Number R-31-25-X-0334/0341-496

7. Subject Matter (Check only one according to Department of Education Code):
Code

☐ 01 Agricultural Education	☐ 10 Industrial Arts Education
☐ 03 Business and Office Education	☐ 16 Technical Education
☐ 04 Distributive Education	☐ 17 Trade and Industrial Education
☐ 07 Health Occupations Education	☐ 22 Cooperative Education
☐ 09 Home Economics Education	☐ Career Education
	☒ Other (Specify) <u>All of Above</u>

8. Education Level:

☐ Pre-K Thru 6	☒ 7-8	☒ 9-10	☒ 11-12
☒ Post-Secondary	☒ Adult	☒ Teacher (Pre-service)	
☒ Administrator (Pre-Service)		☐ Other (Specify) _____	

9. Intended for Use By:

☐ Student	☒ Classroom Teacher	☒ Local Administrator
☒ Teacher Educator	☒ Guidance Staff	☒ State Personnel
☐ Other (Specify) _____		

10. Student Type:

☐ Regular	☐ Disadvantaged	☐ Handicapped
☐ Limited-English Proficiency	☒ Other (Specify) <u>All of Above</u>	

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14. What level(s) of assistance is required to provide implementation of this outcome?

☒ awareness

☒ understanding

☒ deciding

☒ implementing

15. Are Consultative/Inservice (or staff development) available? Yes ☒ No _____

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(Please see reverse side.)

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(OVER)

1. INTRODUCTION: THE QUALITY ASSISTANCE
PLAN AND IMPACT ASSESSMENT DESIGN

This document has been prepared as one of two final products associated with A Third-Party Evaluation to Assess the Impact of the Quality Assistance Plan: Continuation. Its contents include an Introduction followed by discussions of the Quality Assistance Plan (QAP) Project/Program Impact Assessments, State-Level Technical Assistance and Technical Assistance to Quality Assistance Plan Writers. Final sections include Major Conclusions and Recommendations, and Exhibits. This first section provides an introduction to the Quality Assistance Plan and Impact Assessment Design.

The Final Report, the other final product, summarizes the conclusions and recommendations associated with this comprehensive impact assessment and technical assistance project. Included are suggested future approaches which Illinois might take in order to enhance further the impact of the Quality Assistance Plan. A Final Report Abstract follows, as Exhibit A, at the conclusion of this Final Product.

A Fiscal Year 1984 Final Product, titled Overview: Quality Assistance Plan Impact (Fiscal Years 1982-83) is referenced a number of times in discussions which follow. The current year's (Fiscal Year 1985) Final Product has been prepared as a summary of results of this two-year (continuation) project. However, it will be useful to consult the Fiscal Year 1984 Final Product for complete documentation of Fiscal Year 1984 data and impact assessment results. Its ERIC microfiche number is ED 251 594, as referenced in the May, 1985 issue of Resources in Education. (See Exhibit B.)

Problem Statement: Background on the Quality Assistance Plan (QAP)

In Fiscal Year 1982, staff of the Illinois State Board of Education/Department

of Adult, Vocational and Technical Education initiated the Quality Assistance Plan (QAP) to provide financial and technical assistance to local education agencies for vocational education program and staff development. The Quality Assistance Plan had two major objectives:

- . Program Development, emphasizing improvement of local vocational education programs and services; and
- . Personnel Development, emphasizing improvement of vocational education staff competencies.

Currently, the Quality Assistance Plan is described as "a state funded program for locally initiated, developed, implemented, and evaluated projects. Its purpose is to build the capacity, in each educational setting, for the improvement of vocational education programs, such that each student will be assured of readiness for either immediate employment or continued education in preparation for later employment."

In its first four years of existence, the QAP provided mini-grants to some 769 projects or an average of 192 projects per year. Grant sizes ranged from \$850 to \$10,000, depending upon the vocational reimbursement amount of the applicant institution. Applicants included secondary schools, secondary area vocational centers, community colleges, and state agencies.

During Fiscal Year 1983, it was determined that one of the Fiscal Year 1984 Research Projects for the following year would be the conduct of a third-party evaluation to assess the impact of the Quality Assistance Plan. A Request for Proposal (RFP) to conduct the evaluation was announced on April 1, 1983, and in July, 1983, Educational Operations Concepts, Inc. (EOC) was awarded a Funding Agreement to conduct the impact assessment project as an independent evaluator. In July, 1984, a continuation Funding Agreement was approved in order to continue to assess impact of the Quality Assistance Plan, and to provide technical assistance during Fiscal Year 1985, based on the results of the initial impact

assessment project. A (Continuation) Proposal Abstract follows, as Exhibit C.

Three Project Objectives

The purpose of the Fiscal Year 1984 evaluation activities had been two-fold as follows:

- . to determine short-term impact by assessing Quality Assistance Plan projects funded in Fiscal Year 1983; and
- . to initiate a plan for long-term impact assessment of the Quality Assessment Plan to improve future efforts.

Based upon the Fiscal Year 1984 two-fold purpose and evaluation findings and recommendations, as well as upon discussions with the Contract Administrator, the following project activities for Fiscal Year 1985 Continuation Project were proposed and adopted:

- . OBJECTIVE 1: Complete (Long-Term) Quality Assistance Plan (QAP) Project/Program Impact Assessments;
- . OBJECTIVE 2: Provide, on an ongoing basis, State-Level Technical Assistance for the Quality Assistance Plan; and
- . OBJECTIVE 3: Provide, on an ongoing basis, Technical Assistance to Quality Assistance Plan Writers.

The procedures which were used in accomplishing the activity goal and the three activity objectives are discussed in the next sub-section.

Impact Assessment Procedure

Historically, Illinois State leadership in Vocational Education has placed great emphasis on impact assessment as it relates to research and development activities. The Request for Program Improvement Proposals in Vocational Education in 1980 defined impact as "a specific measurable change or effect." Proposers in that year were requested to discuss intended impact in terms of target populations, quantitative and qualitative effects, time-frames, means of achieving impact(s) and methods of evaluating or measuring the impact(s). Discussions of dissemination and utilization strategies were also required as major components of the impact

statement. In 1982, the University of Illinois, Department of Vocational and Technical Education, with State Board support, developed a resource titled Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). This document defined impact as: *the consequence(s) of funded vocational education research and development projects and programs.* Furthermore, impact was discussed and classified in terms of source, time, intent, relationship to goals, and its positive or negative nature.

The Fiscal Year 1984 Request for Proposal relating to the impact assessment of the Quality Assistance Plan noted that "applicants are required to use the processes suggested in this document (i.e., of Project IMPACT) to determine the short-term and long-term impact assessment of the Quality Assistance Plans." The Project IMPACT resource was accordingly utilized in the development of a conceptual framework for the impact assessment project.

The major methods of data collection outlined in the resource document for impact assessment include:

- . interviews
- . document analysis
- . on-site visits (including additional interviews and document analysis, as well as on-site observations)
- . program specific impact survey.

The remainder of this final product has been prepared to report the two-year (continuation) project activities, findings, conclusions, and associated recommendations which have resulted from the performance of the following types of impact assessment and technical assistance procedures:

- . Development of Project Abstract/Request for Information (see Exhibit D);
- . Preliminary interviews;
- . Documentation research;
- . Construction of composite data profiles;

- . Development of impact-related research questions;
- . Development, administration, follow-up and analyses of surveys of local plan writers and vocational teachers;
- . On-site visitations;
- . Follow-up (telephone) interviews;
- . Provision of State-Level Technical Assistance; and
- . Provision of Technical Assistance to Quality Assistance Plan Writers.

Major Findings and Conclusions

This sub-section discusses characteristics of the Impact Assessment Design (Project IMPACT) as utilized in the QAP assessment activities. This resource has been utilized, to the extent possible, in the third-party evaluation to assess the impact of the Quality Assistance Plan. It should be noted that the discussions which follow are presented only in the context of the utilization of the Impact Assessment Design of Project IMPACT in Quality Assistance Plan assessment activities. Thus, any discussions presented may not be generalized in terms of an overall evaluation of the use of this resource in Illinois Vocational Education.

* Overall Impact Assessment Design

In addressing the overall usefulness of the Project IMPACT document, it is necessary to understand the purpose of the document as well as the research methodologies used in its development. The sub-title of the document explains clearly its purpose: it is an impact assessment design for Research and Development Projects. As such it does not provide (nor was it intended to provide) more specific "how to" for an impact assessment. The design in turn was based upon case studies which resulted in qualitative, rather than quantitative, methodologies and data bases. Further developments of the document, should they occur, might logically address these areas as "next steps".

Project IMPACT defined impact as "the consequence(s) of funded vocational education research and development projects and programs". Webster's New Collegiate Dictionary defines consequence as "that which follows something on which it depends", and suggests that "effect" may be used synonymously. It further explains that "consequence" implies a more remote connection with a cause than does "effect". In the context of the QAP impact assessment, it has been useful to use both consequence(s) and effect(s) when defining impact because of the potential negative connotations that the word "consequences" holds for many individuals. Therefore, in spite of the implied causality associated with the word "effect(s)", its incorporation into the definition of impact is suggested.

The IMPACT document suggests that impact can be determined by "identifying or obtaining indicators of the changes (e.g., skills, knowledge, attitudes, behaviors, interests, or perceptions) that occur within and among specific audiences". Thus, change might be regarded as evidence of impact (consequence or effect) and provides a means of indirectly measuring impact. In the context of the QAP impact assessment, it would have been helpful to have had further discussion in the IMPACT document regarding evidence of impact, and therefore, its quantification. As an illustration, the one example cited above relates only to changes which take place within individuals. In addition, there are many changes which may take place in processes. This area of change, and its usefulness as evidence of impact, was not addressed.

The Project IMPACT document provides an excellent summary of impact classification according to source, time, intent, relationship to goals and their positive or negative nature. Having provided this extensive classification of impact, the developers of the document recommend limiting current assessment efforts to impact source (Project or Program) and time (long-term or short-term).

*Project Impact Assessment Design

Project IMPACT defines a Project as "an activity funded by the Research and Development Section according to Sections 120, 130, 131, 132, 133, 135 and 136 of Public Law 94-482." This definition readily includes QAP activities, as projects. Projects, in turn, are classified according to time, with short-term impact defined as "those consequences of research and development program improvement projects assessed within 12 months after the funded life of a project" and long-term impact as "those consequences of research and development program improvement projects assessed 12 months or more after the termination of funding". This strict delineation is convenient and useful to the researcher. However, QAP practitioners had difficulty making this distinction and, in both survey and interview situations, seemed to ignore for the most part the time classification of impact.

In general, the procedures suggested by Project IMPACT were the procedures utilized in the QAP impact assessment and as such they were found to be useful. However, the QAP impact assessment deviated from these procedures in two ways. First, the recommended percentages of selected projects for impact assessments were not followed because the large number of QAP projects would have required prohibitive numbers of in-depth investigations. Second, in order to obtain a broad base of data regarding the impact of the QAP, all Fiscal Year 1982 and 1983 QAP projects were surveyed with a written instrument. In addition, a sample of plan writers who had never participated in the QAP was surveyed. This was considered a more efficient method of obtaining data regarding impact when large numbers of projects are involved.

*Program Impact Assessment Design

Project IMPACT defines a Program as "a group of projects that are seen

by the Research and Development Section staff as having related goals". At the present time, QAP projects are funded on an individual basis without a programmatic structure; therefore, long-term impact assessment currently must focus on project impacts. Although (program) goals have not been identified for the QAP at the state level, Project IMPACT suggests four advantages to working within the framework of programs when funding projects and assessing impact. Those advantages apply to the QAP and are as follows:

1. *A program structure can assist individual project directors to see that their project efforts contribute to an overall plan and set of goals, thus tying their project goals and impact assessment to a larger whole.*
2. *A program structure can also aid project directors to set more realistic and attainable expectations for their individual projects since they will be able to understand how project efforts relate to program goals.*
3. *Assessing impacts of programs will help to eliminate the temptation to fund only low payoff, low risk projects because they have a high likelihood of showing a positive impact, in order to fulfill F.L. 94-482 impact requirements. Although high risk projects may have negative impacts, overall program impacts can still be positive.*
4. *A program structure will encourage the planning for long term impact through well conceptualized, multiple-year efforts which allow sufficient time for research, development and dissemination efforts.*

The Sample Program Specific Impact Survey, Part I, provided in the document, was not used in the QAP impact assessment because of its heavy emphasis on product dissemination and usage, and the lack of product dissemination that has existed in the QAP Program. Although systematic dissemination is recognized as an important step toward achieving impact, Project IMPACT warns against equating impact and product dissemination. It further suggests that impact assessment should reflect the consequences of all project activities, including the dissemination of its products. Therefore, the likelihood of positive impact is increased through effective dissemination activities. Part II of the Sample Survey provides sixteen examples of program specific consequences or effects. This part of the survey could be modified for use in assessing the impact of the QAP Program.

Conclusions are based upon the discussion, including findings, related to the impact assessment design (in Quality Assistance Plan assessment activities). These follow and are again stated as Conclusions 1-7 in Section 5, with associated recommendations.

1. The Impact Assessment Design of Project IMPACT provides excellent rationales for the establishment of Program goals.
2. Project IMPACT has developed a comprehensive definition and complete classifications of impact in Illinois Vocational Education.
3. The development of "long-term/short-term" impact delineations by Project IMPACT are useful to the researcher and for research design, but are not easily used with Quality Assistance Plan practitioners in data collection activities.
4. Project IMPACT has recommended that project impact be assessed on a short-term basis only.
5. Project IMPACT has recommended that program impact be assessed on a long-term basis only (utilizing an in-depth selection of a small group of projects).
6. Project IMPACT provides a design but cannot be considered a "how to" resource.
7. The Impact Assessment Design is qualitative rather than quantitative in approach.

2. QUALITY ASSISTANCE PLAN (QAP) PROJECT/PROGRAM IMPACT ASSESSMENTS

This section discusses the Quality Assistance Plan (QAP) impact assessment activities and results relating particularly to QAP projects funded during Fiscal Years 1982 to 1984. The results of those activities may also be considered to pertain to the Quality Assistance Plan Program when "program" is defined as "a group of projects that are seen by the Research and Development Section staff as having related goals". Included are two sub-sections: Impact Assessment Procedures and Results; and Major Findings/Conclusions.

Impact Assessment Procedures and Results

An initial assessment project activity in Fiscal Year 1984 was the conduct of interviews with a total of twelve staff members within the Department of Adult, Vocational and Technical Education. Major comments made in the course of those interviews were fully reported in Exhibit 6.8 of the Fiscal Year 1984 Final Product titled Overview: Quality Assistance Plan Impact (Fiscal Years 1982-83). Issue statements and questions were reported in three general areas: History of the Quality Assistance Plan; Quality Assistance Plan Philosophy and Objectives; and Quality Assistance Plan Operational Issues and Considerations.

The observations and questions posed in the course of those interviews provided insights to the Impact Assessment Team and served as a basis in the planning of impact assessment activities. In particular, some of the questions raised ultimately were identified as major research questions in the assessment project.

Results of the interviews indicated that State Board personnel were not unanimous in their perceptions regarding the Quality Assistance Plan and its purpose or operation. Major concerns of State Board personnel were in the areas

of: teacher involvement/participation in the QAP process; state-level monitoring of QAP applications and reports to maximize impact and the time-consuming aspects of this process; and the need for technical assistance to plan writers in the development of effective Quality Assistance Plans.

A second major impact assessment activity included content analysis of the five hundred and fourteen Quality Assistance Plan applications and final reports for Fiscal Years 1982-1984. The results of this effort are summarized in "A Composite Review of the Quality Assistance Plans" presented in Exhibit E. The fourteen tables included in the Composite provide summaries of QAP participation by types of institution and DAVTE Region, and summaries of activities, evaluation plans, project report forms, and budgets for each of the three fiscal years.

During the three years included in the Composite, the major portion of QAP participating institutions have been high schools followed by nearly equal numbers of area vocational centers and community colleges. Very small numbers of educational service regions, universities and state agencies have also participated. In Fiscal Years 1982 and 1983, Region One (Northeastern Illinois) and the Suburban Cook/Lake County Region had the larger percentages of eligible plan writers participating in the QAP; however, in Fiscal Year 1984 Region Six (Southeastern Illinois) and the Suburban Cook/Lake County Region had the larger percentages of eligible plan writers participating in the QAP.

The types of activities reported across the three years remained relatively similar from year to year. The major activities reported were: attendance at workshops, conferences and professional meetings; conduct of workshops or inservice meetings; revision or update of courses and curricula (including competency-based); visits to business and industry or exemplary programs; development of awareness materials; evaluation/purchase/development of computer software; and the conduct of articulation/coordination planning meetings.

The reported evaluation plans were also similar for the three years assessed. Basically, plan writers reported accountability evaluations that would provide positive "signals" to the responsible State Board personnel that the activities were indeed being accomplished. Examples included: written reports and logs; usage monitoring; process monitoring; and the simple comment of the plan writer that "activities were accomplished". Some plans incorporated evaluations for effectiveness such as surveys or evaluation forms to be compiled following an activity, and on occasion, these results were included in the final report.

The summaries of the Project Summary Report Form included self-reporting relative to ten State-identified priorities. The percent of participation in these priorities was comparable from year to year. However, the self-reported total number of individuals (teachers, counselors, administrators and other personnel) who participated in the project did vary during the three years as follows: 1982 total = 4,133; 1983 total = 8,277; and 1984 total = 6,276.

The total expenditure for the Quality Assistance Plan increased in the course of the three years assessed from approximately \$240,000 in 1982 to \$540,000 in 1984. In each of the three years analyzed, approximately twenty-five percent of the funds requested and initially obligated were not spent, and consequently, were deobligated. In some instances entire projects were not implemented, resulting in total deobligation, while in others partial deobligation occurred.

A major assessment project activity in Fiscal Year 1984 was the conduct of a Quality Assistance Plan Impact Survey. The population surveyed included all vocational plan writers with Quality Assistance Plans in Fiscal Years 1982 or 1983, or both 1982 and 1983. A total of one hundred and ninety-seven surveys were sent and one hundred and thirty-seven were returned, for a response rate of seventy percent.

The Impact Survey was designed in two versions, one for long-term impact

(more than twelve months following cessation of funding) and the other for short-term impact (up to twelve months following cessation of funding). All vocational plan writers with a QAP in Fiscal Year 1982 only and one-half of the vocational plan writers with a QAP in Fiscal Year 1982 and 1983 were surveyed for long-term impact. Conversely, all vocational plan writers with a QAP in Fiscal Years 1983 only and the remaining half of the vocational plan writers with a QAP in Fiscal Year 1982 and 1983 were surveyed for short-term impact. See Exhibits 6.4 to 6.8 of the Fiscal Year 1984 Final Product entitled Overview: Quality Assistance Plan Impact (Fiscal Years 1982-83) for complete results.

It was anticipated that differences would exist between the "long-term" and the "short-term" projects. However, analysis of the survey results from these two populations suggested nearly identical types of responses. It was, however, noted that vocational plan writers who had participated in the QAP for two years responded in a more positive manner (e.g., higher response rate, higher value placed on impacts in view of required efforts, larger numbers of activities/perceived changes) than did the plan writers who had participated in the QAP for only one year. (A composite of partial survey results for one hundred and twenty-five QAP plan writers is provided in Exhibit F.)

In Fiscal Year 1985 a comparable Quality Assistance Plan Impact Survey was sent to a sample of vocational instructors. The random sample of one hundred and eighty-five instructors represented a one in six sample of all instructors in institutions that had participated in a QAP at some time in Fiscal Years 1982-1984. The sample was distributed among thirty-five educational institutions. The surveys were sent to the vocational plan writer at each location with a cover letter requesting distribution of the surveys to the addressees. Surveys included address and postage for return purposes. (See Exhibit G for the complete QAP Impact Survey Package.) A total of ninety-two surveys were returned which represented a response

rate of approximately fifty percent.

The first item on the survey asked instructors if they had participated in any QAP activities in their institution. The remainder of the Quality Assistance Plan (QAP) Impact Survey included four major sections as follows:

- I. QAP Activities
- II. Selection of QAP Activities
- III. Impact Resulting from the QAP
- IV. Evaluation of QAP Activities

These four sections were nearly identical to four sections (of a total of seven sections) included in the previous year's survey of plan writers. The major purpose of this survey was to determine the level of agreement between plan writers and instructors regarding these four areas.

Approximately seventy-five percent of the respondents indicated that they had participated in QAP activities. The following provides a summary comparison of the activities reported most frequently by instructors and plan writers.

	<u>Vocational Instructors</u>	<u>Vocational Plan Writers</u>
. Attended workshops, seminars or professional meetings	24%	22%
. Held staff inservice meetings or workshops	22%	16%
. Developed or revised/updated courses or curricula	18%	18%
. Visited business/industry, exemplary programs, or other vocational education institutions	<u>15%</u>	<u>14%</u>
Total	79%	70%

The five methods for selecting the activities for the QAP Project reported most frequently were as follows:

	<u>Vocational Instructors</u>	<u>Vocational Plan Writers</u>
. Needs assessment	18%	17%
. Administrative initiative (other than yours)	16%	9%
. Your personal initiative	11%	15%
. Staff initiative (other than yours)	10%	15%
. Short-term plan writing	8%	10%
Total	63%	66%

Respondents were asked what impact or change they thought had occurred among staff and among students as a result of the QAP activities. Two potential types of staff impact were included on the instructor survey that were not on the plan writers survey: updated professional skills and improved attitudes. A comparison of the most frequent responses of the two groups follows:

Types of Staff Impact

	<u>Vocational Instructors</u>	<u>Vocational Plan Writers</u>
. Improved instructional materials	17%	17%
. Improved course content	17%	17%
. Updated professional skills	16%	--
. Improved teaching methods	15%	18%
. Improved attitudes	11%	--
. Improved career guidance	--	11%
Total	76%	63%

Types of Student Impact

	<u>Vocational Instructors</u>	<u>Vocational Plan Writers</u>
. Improved student skill performance	30%	34%
. Improved student attitudes	26%	23%
. Improved student academic achievement	21%	21%
Total:	77%	78%

Finally, respondents were asked if the QAP activities were evaluated either during or following their completion. Seventy-eight percent of the plan writers responded "yes" to this item compared to sixty-six percent of the instructors. (See Exhibit H for a complete summary of Fiscal Year 1985 survey results.)

The foregoing comparisons suggest a high degree of agreement between plan writers and vocational instructors regarding the QAP activities provided, the methods of selecting the activities, and the types of impact that have resulted. Only in the area of evaluation do the perceptions vary. Plan writers think the activities are being evaluated more frequently than do the vocational instructors.

Nine on-site visitations were conducted in the course of the Fiscal Year 1984 impact assessment and included interviews with sixty-five vocational educators. (See Exhibit 6.4 of the Fiscal Year 1984 Final Product for a complete description of the composition of the sites and Exhibit 6.8 for a complete summary of the major comments noted during those visitations.)

Overall, the Impact Assessment Team found participants in past QAPs to be enthusiastic about those activities and eager to share their experiences with others. Each site generously allocated time and space in order to facilitate the visitation. At a majority of the sites, teaching staff were either made available for interviews or their class schedules were provided in order that the Assessment Team could interview them during their preparation periods.

In general, interviewees were able to identify the impacts of their activities, particularly the changes that provided evidence of the impact. Those changes were classifiable as changes in knowledge or understanding, changes in attitudes, and changes in processes or products. Teachers reported that they had gained new ideas, awarenesses, and updates, improved their attitudes, and in many instances, developed or changed instructional materials. Counselors also reported changes that included the development of materials for use in student advisement and career planning. Administrators reported that they "learned about

the QAP application and reporting forms", but more importantly, many of them learned to work more closely with their staff members, to seek their input, and to provide encouragement to them. Administrators reported that an unexpected change was the anticipation on the part of the teaching staff regarding each year's QAPs, and the provision of new ideas "automatically" for the application. ✓

Interviewees provided many possible characteristics of staff, products, and processes that contributed toward the achievement of change. Briefly, they included trusting; supportive, visionary, and cooperative characteristics of staff; locally developed and accepted, usable and relevant products; and the involvement of everyone in the implementation process. More importantly for this assessment, they regarded the following characteristics of the QAP to be important in effecting change: its flexibility, discretionary aspects, and responsiveness to local needs and actions. It was recognized that the "bottom line" of all their efforts is "to do something for students".

A total of twenty-eight interviews were conducted as a follow-up to the Quality Assistance Plan (QAP) Impact Survey. The composition of the twenty-eight telephone interviews is provided as part of Exhibit 6.4, and major comments made by telephone interviewees are provided, as a section of Exhibit 6.8 of the Fiscal Year 1984 Final Product. All comments made by telephone interviewees were largely positive toward the QAP as it is administered at the state level and in terms of its present and future potential for program improvement through program and personnel development. Those plan writers who had written both Fiscal Year 1982 and 1983 Quality Assistance Plans found it difficult conceptually to differentiate short-term and long-term impact(s).

A final impact assessment activity of Fiscal Year 1984 was a brief survey sent to a (one-sixth) random sample of vocational plan writers who had never participated in a Quality Assistance Plan. (Complete results are provided in

Exhibit 6.8 of the Fiscal Year 1984 Final Product.) The major thrust of this survey was to ascertain the reasons for non-participation in the QAP. According to respondents the major reasons for not applying for a Quality Assistance Plan were: lack of knowledge regarding its existence (thirty percent); the application required too much work for the return (twenty-seven percent); and the lack of an appropriate identified need (twenty-two percent).

Major Findings and Conclusions

Major findings based upon the impact assessment activities are discussed in this sub-section as they relate to State Board personnel and to local vocational educators.

Discussions with State Board personnel suggested varying perceptions relative to the Quality Assistance Plan as a state-level program, particularly with respect to expectations of local plan writers. Extensive "paper handling" associated with the large volume of applications tended to overwhelm some staff members and to reduce the ability to judge each application based upon its merits. Conversely, these same staff members expressed a need for better bases for judging and approving QAPs. Additional concerns expressed by State Board personnel were the need for technical assistance to local plan writers in the development of applications and the need for involvement of teachers in the entire QAP process.

Content analysis of QAP applications and final reports indicated some weaknesses in the QAP process. Local plan writers often attempted too many thrusts, suggesting a lack of prioritization of needs. (Large deobligation rates also indicated possible poor planning on the part of application developers.) Close examination of project objectives suggested confusion regarding what comprises an objective (i.e., a statement of the change anticipated, and who or what will change). Also proposed evaluations were largely for accountability purposes rather than to determine the effectiveness or impact of the project activities and

emphasizing local utilization of evaluation results.

Survey results suggested that teachers and plan writers basically agreed in their perceptions regarding the QAP activities, the impacts of those activities, and the methods used to select the activities. Both groups agreed that needs assessment accounted for less than twenty percent of the bases for selecting QAP activities. Applicants for two or more years seemed more enthusiastic and responsive regarding the QAP and its potential. (This perception was reaffirmed in the conduct of the on-site visitations.) Finally, a survey of plan writers who had not participated in a QAP indicated that, in spite of extensive publicity, some plan writers were not aware of the existence of the QAP. On-site visitations were found to be essential to determining the real effectiveness of a QAP project beyond the information that can be presented in the applications and final reports. Characteristics of the QAP that were recognized as its assets in the conduct of the on-site visitations were: it addresses local needs; it is discretionary and flexible; and it provides encouragement to local staff with a financial "pat on the back".

Conclusions are based upon the discussion, including findings, related to QAP project/program impact assessments. These follow and are again stated as Conclusions 8 - 11 in Section 5, with associated recommendations.

8. The Quality Assistance Plan for Vocational Education in Illinois is an initiative associated with impact for students and staff as perceived by vocational plan writers and vocational instructors.
9. Quality Assistance Plan writers value the QAP because it addresses local needs and actions, because it provides for local flexibility, and because it provides encouragement to local staff. They wish to see maximum impact for the dollars available. Involvement of teachers and counselors in all phases of the QAP process is the major initiative in maximizing QAP impact. This is particularly important with respect to regional QAPs,

with the inherent concern that teachers can be even further removed from the QAP process, with resulting losses in participation and impact.

10. Vocational plan writers and vocational instructors agree in their perceptions regarding QAP activities, the impacts of those activities, and the methods used to select the activities. Vocational plan writers perceive QAP activities to be more fully evaluated than do vocational instructors.
11. Some vocational plan writers and vocational instructors are either not aware of the Quality Assistance Plan or have chosen not to participate in it.

3. STATE-LEVEL TECHNICAL ASSISTANCE FOR THE QUALITY ASSISTANCE PLAN

This section discusses the state-level technical assistance provided for the Quality Assistance Plan during Fiscal Year 1985. Included are sub-sections relating to follow-up on Fiscal Year 1984 impact assessment results; development and dissemination of a project product; determination of Fiscal Year 1986 QAP funding levels; the Quality Assistance Plan Package, Fiscal Year 1986; and Quality Assistance Plan management information. A final sub-section provides observations related to state-level technical assistance.

The performance of Fiscal Year 1985 state-level technical assistance has been conducted in the context of the state-level strengths and limitations related to the Quality Assistance Plan process, reported in Fiscal Year 1984, and highlighted as follows:

State-Level Strengths:

- . Local needs and needs determinations are recognized.
- . Flexibility and local discretion are allowed, with a minimum of state-level monitoring and with a simplicity of application and reporting procedures.
- . The Quality Assistance Plan is targeted specifically for capacity building through program and personnel development.
- . The Quality Assistance Plan is available to all eligible vocational plan writers throughout Illinois.

State-Level Limitations:

- . The QAP processing demands on State Board personnel are extensive.
- . The QAP appears to be utilized to accomplish state initiatives beyond capacity building, on occasion.
- . Available QAP funding is limited, particularly in view of the potential number of eligible vocational plan writers.
- . The amount of technical assistance available to QAP plan writers is generally minimal.

- . Beyond the efforts of the Illinois Vocational Curriculum Center/ East Central Network for Curriculum Coordination, there is no established mechanism for actively sharing Quality Assistance Plan (QAP) processes and products among local education agencies on a statewide and/or regional basis.

Follow-up on Fiscal Year 1984 Impact Assessment Results

On September 10, 1984, the Impact Assessment and Technical Assistance Team met with the entire Research and Development Section at the State Board. The purpose of this conference was to review thoroughly the Fiscal Year 1984 final products and to discuss in detail the impact assessment conclusions and recommendations. Subsequently, the Research and Development Section met to prioritize the recommendations in preparation for the Fiscal Year 1986 QAP Application and Reporting Package. See Exhibit I.

On April 17, 1985, a workshop session briefing for State Board personnel in the Research and Development and Consultant Services Sections was conducted. Its purpose was to orient participants regarding another major technical assistance activity, i.e., the development and conduct of a series of workshops for QAP Plan Writers. Details of these activities are discussed in Section 4, following.

Development and Dissemination of a Project Product

During Fall, 1984, the Project Team worked with the Contract Administrator in developing a four-fold brochure/mailling piece entitled, The Quality Assistance Plan for Vocational Education in Illinois -- The First Four Years. It was written to provide brief answers to three questions:

- . What is the Quality Assistance Plan?
- . What has the Quality Assistance Plan accomplished?
- . How can the impact of the Quality Assistance Plan be increased?

Four major observations about the QAP were highlighted in the brochure:

- . The Quality Assistance Plan (QAP) is a state-funded program for locally initiated, developed, implemented and evaluated projects. Its purpose is to build the capacity for the improvement of vocational education programs.

- . *Attending workshops, visiting business and industry, and visiting exemplary programs had the greatest effect on teachers, while developing or updating curriculum had the greatest effect on students.*
- . *More impact resulted from QAP activities in those projects that participated in the QAP both years.*
- . *Overall the study found many positive changes resulting from QAP funding.*

A total of 1,500 pieces were printed and disseminated widely, both within Illinois and beyond, according to a dissemination plan developed with and reported to the Project's Contract Administrator. This project product follows, as Exhibit J.

Determination of Fiscal Year 1986 QAP Funding Levels

During Fall-Winter, 1984-85, the Project Team conducted a series of funding level feasibility studies in anticipation of determining funding levels for the Fiscal Year 1986 Quality Assistance Plans. Major study parameters/factors included: numbers of QAP sites (plans); levels of vocational reimbursement and history of requested/expended amounts of funding for Quality Assistance Plans. Based on these extensive studies and other budgetary assessments at the State Board, the funding levels for the 1986 Quality Assistance Plan Program were determined. See Exhibit K for details relating to QAP Funding levels for Fiscal Year 1986 as well as for the four prior fiscal years of Quality Assistance Plan funding.

The Quality Assistance Plan Package, Fiscal Year 1986

The Project Team worked with the Contract Administrator in providing several drafts of a package, Quality Assistance Plan for Vocational Education, 1985-86. Based upon revisions of the Fiscal Year 1985 QAP package, its application and reporting instructions were written to stress staff involvement (particularly teachers) in planning and needs assessment, definition of the highest priority problem, in the general design of the project, and in the anticipation and

evaluation of effect or impact. Examples of QAP project planning and evaluation formats were provided, as were example formats for completing the final report for the Quality Assistance Plan. Finally, Quality Assistance Plan Staff Assistance, to be provided by Research and Development Section and/or Program Approval and Evaluation Section personnel was offered, complete with a map of Illinois' vocational education regions. The QAP package was distributed to the Vocational Plan Writers throughout the state on April 1, 1985, with a due date for application specified as May 15, 1985. The Quality Assistance Plan Package follows, as Exhibit L.

Quality Assistance Plan Management Information

Two of the Conclusions/Recommendations included in the Fiscal Year 1984 final products indicated 1) that minimal data and information were available both to profile and assess impact of the Quality Assistance Plan; and 2) that existing data and information were available in a decentralized information system.

A major problem confronting decision-makers in education, particularly those at the state level, is that there is an abundance of data but very little information, interpretation, and insight. Data become information when they are related in a meaningful way to the objectives or problems of the decision-maker. A management information system is a system designed to convert data into information for the purposes of decision-making. Data can be organized in several ways to produce information. A typical approach is to summarize data to provide a descriptive summary of information. In turn, information can be placed in a comparative context. The QAP Composite Profiles discussed earlier utilize data in both descriptive and comparative contexts in order to provide planning-level management information for the (State-Level) QAP Program, as a composite of operational-level management information derived from the individual, operating QAP Projects throughout the State of Illinois. The preparation of a three-year

QAP composite profile for fiscal years 1982-84 has been one step in developing a QAP management information system. See Exhibit E.

Evidence of further management information system development on the part of the Research and Development Section of the State Board is found in an April 24, 1985 memorandum regarding the QAP Process, written by the Manager. See Exhibit M.

Data elements that will be useful in the management of the Quality Assistance Plan follow. Computerized storage, retrieval, and report generation could provide needed efficiencies.

From the QAP Application Form

*Funding Agreement Number

*Title

Agency

Agency Type (See descriptors following.)

*Funds Obligated (dollar amount)

*Project Director

*Contract Administrator (and therefore, Illinois Vocational Region)

Problem Area (See descriptors following.)

Activities (See descriptors following.)

From the QAP Final Report

Funds Expended (dollar amount)

Numbers of Participants:

- . Teachers
- . Counselors
- . Administrators
- . Students
- . Others
- . Total

* Currently included in the Research and Development Section computerized storage and retrieval system.

DESCRIPTORS FOR FUNDED AGENCY TYPE

1. High School
2. Area Vocational Center
3. Community College
4. Educational Service Region
5. Technical Institute
6. University
7. State Agency

DESCRIPTORS FOR PROBLEM AREA

Need to:

1. Update the training of teachers.
2. Plan for education for employment on the basis of a comprehensive set of service providers.
3. Address labor market demands or changes in the work force.
4. Reduce duplication of effort among service providers.
5. Increase program accessibility to all youth and adults.
6. Increase efficiency in the use of resources.
7. Strengthen the relationship between the school and the business community.
8. Other:

DESCRIPTORS FOR ACTIVITIES

1. Conduct staff inservice meetings or workshops.
2. Attend workshops, seminars, or professional meetings.
3. Visit exemplary programs, business/industry, or other vocational education institutions.
4. Conduct articulation/coordination planning meetings.
5. Develop or revise/update courses or curricula (including competency-based).
6. Purchase, develop, or evaluate computer software.

7. Develop/improve career guidance procedures.
8. Develop handbooks, brochures, newsletters, AV or other awareness materials.
9. Other:

Ideally, over time, it will be possible to utilize computerized word processing to store and retrieve, by specific descriptors, abstracts of funded Quality Assistance Plans. An excellent outline for operationalizing such a system has been developed in an (unpublished RDS/DAVTE/ISBE) ten-page document entitled "Utilizing Word Processing for Abstracts of R & D Projects". In a short period of time, the Research and Development Section has greatly improved the QAP management information system for better state-level decision-making and policy formation.

Observations and Conclusions Related to State-Level Technical Assistance

A number of observations follow from conduct of state-level technical assistance for the Quality Assistance Plan Program during Fiscal Year 1985. Good progress has been realized in improving the QAP application/reporting package for 1985-86. Included have been a sharpening of the QAP purpose/objectives, instructions for determining highest priority needs, and the offering of technical assistance to QAP plan writers by way of both the Research and Development and Program Approval and Evaluation Sections of the State Board (DAVTE). The heavy workloads involved in QAP processing could easily dampen enthusiasm for providing technical assistance, particularly on the part of Research and Development Contract Administrators.

There appear to be developing more closely-linked efforts between the Research and Development Contract Administrators and the Regional Vocational Administrators in the review and processing of QAP applications. Efforts need to be continued in developing management information and QAP processing procedures so that Research and Development Contract Administrators, along with the Regional Vocational Administrators, have a maximum of time beyond "paper handling" to provide technical

assistance. It would be helpful to increase opportunities for QAP site visitations by State Board personnel, in order to "get beyond the paper stage" and to confirm impact on site as a result of funding QAP projects. Ways of involving university personnel in technical assistance for local/regional QAP writers should also continue to be explored.

In regional QAP funding, special encouragement must be given to plan writers to involve teachers "on line" in the needs assessment, planning and operational aspects of QAP projects. Finally, the State Board personnel need to "keep sights raised" if local and regional QAP plan writers are to stress quality (i.e., to "Keep the Q in the QAP"). The continued need to emphasize program improvement and impact/effectiveness leads to a "tougher row to hoe" than does the simple act of "putting the money on the stump".

Conclusions are based upon the discussion, including observations, relating to state-level technical assistance. These follow and are again stated as Conclusions 12 - 17 in Section 5, with associated recommendations.

12. Good progress has been realized in improving the QAP application/reporting procedures, including the sharpening of QAP purpose/objectives, instructions for determining highest priority needs, evaluation for effectiveness, and the offering of technical assistance to QAP plan writers.
13. More closely-linked efforts between the Research and Development Contract Administrators, and the Regional Vocational Administrators, in the review and processing of QAP applications, as well as in providing technical assistance, have been developing.
14. Efforts have been initiated in developing QAP management information and processing procedures so that Research and Development Contract Administrators and other State Board personnel might have a maximum of time beyond "paper handling" to provide technical assistance and perform site visitations.

15. There continues to be some lack of awareness of the existence of the QAP among some local education agencies, and among teachers within some Illinois local education agencies.
16. The percentages of deobligated QAP funding through Fiscal Years 1982-84 have remained relatively constant, indicating the need for better QAP application planning.
17. The Quality Assistance Plan, as a State Board (DAVTE) program initiative was designed to provide resources to supplement but not supplant Illinois vocational education funding.

4. TECHNICAL ASSISTANCE FOR QUALITY ASSISTANCE PLAN WRITERS

This section includes two sub-sections: Development/Presentation of Workshops for Illinois Vocational Educators/QAP Plan Writers; and Observations related to Technical Assistance for Quality Assistance Plan Writers.

Development/Presentation of Workshops for Illinois Vocational Educators/QAP Plan Writers

Following the September, 1984 prioritization of Fiscal Year 1984 recommendations, it was determined that the Quality Assistance Plan Program in Illinois required technical assistance for local plan writers, particularly in the following areas:

- . Needs assessment, based on staff participation (and particularly vocational teacher participation);
- . Formation of QAP objectives, based upon an identified problem;
- . QAP evaluation, to be locally-designed, locally-directed, and above all, meaningful at the local level.

On January 18, 1985, an Illinois Vocational Plan Writers Workshop on the Quality Assistance Plan was held at Elmhurst, Illinois for the local vocational administrators in the Suburban Cook and Lake Counties Region. The materials prepared and provided for that workshop (and with minimal revisions at subsequent workshops) follow as Exhibit N. An additional workshop handout was titled, "A Primer for Proposal Preparation". On January 31, 1985, a memorandum to all Regional Vocational Administrators (with copies to Research and Development QAP Contract Administrators) was sent with an offer to conduct workshops in other regions. See Exhibit O. A number of requests followed, resulting in the following workshops/briefing sessions held during the period January - June, 1985, and

involving a total of 188 participants:

<u>Date</u>	<u>Group</u>	<u>Location</u>	<u>Number of Persons</u>
January 18	Suburban Cook and Lake Counties	Elmhurst	50
April 2	Region Two	Rock Falls	25
April 17	Research and Development and Consultant Services Sections, DAVTE/ISBE	Springfield	18
April 17	Illinois Council of Local Administrators (ICLA), an affiliate of the Illinois Vocational Association (IVA)	Springfield (Presented by the Contract Administrator)	33
April 19	Teacher Educators at the Second Annual Conference on Issues in Professional Dev- elopment of Vocational Education Personnel	Springfield	25
May 15	Education for Technology Employment (ETE) Project Directors' Meeting	Joliet	25
June 7	University Council for Vocational Education in Illinois	Springfield (Presented by the Contract Admini- strator, with assistance by the Project Team)	12

The June 7 presentation to the University Council encouraged teacher education initiatives (both pre-service and in-service) to include Quality Assistance Plan topics such as teacher awareness; technical writing of plans and curriculum; needs assessment, including problem definition and priority setting; planning; and evaluation of effectiveness.

The foregoing technical assistance for Quality Assistance Plan Writers during Fiscal Year 1985 has been conducted in the context of the local/regional strengths and limitations related to the Quality Assistance Plan process, reported in Fiscal Year 1984, and highlighted as follows:

Local/Regional Strengths:

- . The QAP forces local planning and encourages regional planning in Illinois Vocational Education.
- . The QAP provides a potential for the development of vocational staff cohesiveness and the elevation of staff morale.
- . The QAP fosters creativity in personnel development as well as in curriculum/program development on the part of QAP plan writers and vocational teachers.
- . The QAP provides opportunities for vocational teachers to upgrade and train for new and additional teaching assignments.
- . The QAP provides an opportunity to plan, make decisions, and obtain funding for teacher upgrading initiatives.
- . The QAP provides an opportunity for a local education agency to perform its responsibility for staff development.

Local/Regional Limitations:

- . Only a portion of all eligible local education agencies have applied for a Quality Assistance Plan.
- . There exist, within the QAP process, opportunities for inequities, among program areas within an individual local education agency and/or among local education agencies participating in a regional plan. There also exists a potential for jealousies on the part of non-vocational teachers within a local education agency.
- . Time and expertise for QAP application, evaluation and reporting are sometimes lacking within some of the local education agencies with QAPs.
- . There is a lack of awareness of the existence of the QAP among some local education agencies and, particularly, among teachers within many Illinois local education agencies.
- . There is evidence of a lack of QAP self-evaluation activities within many of the local education agencies.

Observations and Conclusions Related to Technical Assistance for Quality Assistance Plan Writers

A number of observations follow from the technical assistance for QAP plan writers during Fiscal Year 1985. The continuation project has only been able to "scratch the surface" in this initiative. The continuing need has been identified for QAP plan writers to be inserviced in application, operational and evaluation/reporting procedures associated with the Quality Assistance Plan. There

has also been identified the need for a follow-up of inservice sessions with specific technical assistance.

Given the opportunity to be inserviced, and some encouragement, QAP plan writers have seemed eager and appreciative of the sessions which were conducted. Particularly appreciated have been the "hands on" items developed, which could be taken back and utilized immediately. The provision of these types of "hands on" items needs to be continued.

State Board personnel, and particularly Regional Vocational Administrators, need to encourage opportunities to inservice and follow-up local and regional QAP plan writers. The Suburban Cook/Lake County Region has been the locus for a model development for other State Board (DAVTE) regions. The (Regional) Education for Employment planning grantees should be included among those Illinois vocational educators requiring inservice and technical assistance.

Conclusions are based upon the discussion, including observations, related to technical assistance for plan writers. These follow and are again stated as Conclusions 18 - 19 in Section 5, with associated recommendations.

18. The Continuation Project has only been able to "scratch the surface" in initiating technical assistance for QAP plan writers, both in providing inservice sessions and in more specific, individualized approaches. The State Board (DAVTE) Region in Suburban Cook and Lake Counties has developed a model which could be useful to the other regions throughout Illinois.
19. The December 13, 1984 adoption by the Illinois State Board of Education of "A Policy and Plan for Education for Employment" and the future directions for establishing a regional education for employment program are now reflected in "The State Plan for Revitalizing Vocational Education in Illinois, Fiscal Years 1986-1988". The QAP continues as a vehicle for program improvement and for the regional education for employment program in Illinois. Phase I Planning Grant Proposals are in the process of being submitted and funded (through July, 1986).

5. MAJOR CONCLUSIONS AND RECOMMENDATIONS

This third-party evaluation to assess the impact of the Quality Assistance Plan for Vocational Education in Illinois has resulted in answers to a number of questions and in technical assistance at the state level and for Quality Assistance Plan writers. The Quality Assistance Plan for Vocational Education in Illinois continues as a vehicle for program improvement and for the implementation of the regional education for employment program. The QAP is a timely Illinois Vocational Education initiative in view of the emphasis of Public Law 95-524 (The Carl Perkins Act) upon program improvement.

Both the Final Report and the Final Product, Overview: Quality Assistance Plan Impact (Fiscal Years 1982-83), developed during Fiscal Year 1984, list thirty-seven (37) recommendations for both State and Local/Regional attention. Many of these recommendations have been acted upon by the Illinois State leadership, with technical assistance provided by the continuation project. These Fiscal Year 1984 recommendations should be reviewed again at this time in preparation for Fiscal Year 1986 (and later) QAP activities at the state level. Particularly involved in this review should be the State Board (DAVTE) Assistant Superintendent, Section Managers, and three Sections: Research and Development, Program Approval and Evaluation, and Consultant Services.

The Fiscal Year 1985 Continuation Project has been valuable as a follow-up to the Fiscal Year 1984 impact assessment activities. Only after a Project Team has had an opportunity to perform assessment is it possible to provide needed technical assistance based upon impact assessment results. The Continuation Project will increasingly be viewed as a wise State Board investment in future years, as the Quality Assistance Plan Program continues in Illinois.

Major conclusions and recommendations of the continuation project are based upon the comprehensive impact assessment and technical assistance project findings, discussed in detail and summarized fully in the preceding sections of this Final Product. Conclusions and recommendations are presented according to four areas of impact assessment and technical assistance:

- . Impact Assessment Design (in Quality Assistance Plan Assessment Activities): State-Level;
- . Quality Assistance Plan (QAP): Project/Program Impact Assessments;
- . Quality Assistance Plan (QAP): State-Level Technical Assistance; and
- . Quality Assistance Plan (QAP): Technical Assistance for Plan Writers.

Impact Assessment Design (in Quality Assistance Plan Assessment Activities): State-Level:

Conclusions

1. The Impact Assessment Design of Project IMPACT provides excellent rationales for the establishment of Program goals.
2. Project IMPACT has developed a comprehensive definition and complete classifications of impact in Illinois Vocational Education.
3. The development of "long-term/short-term" impact delineations by Project IMPACT are useful to the researcher and for research design, but are not easily used with Quality Assistance Plan practitioners in data collection activities.
4. Project IMPACT has recommended that project impact be assessed on a short-term basis only.
5. Project IMPACT has recommended that program impact be assessed on a long-term basis only (utilizing an in-depth selection of a small group of projects).
6. Project IMPACT provides a design but cannot be considered a "how to" resource.
7. The Impact Assessment Design is qualitative rather than quantitative in approach.

Recommendations

1. Continue to develop long-term Program goals for the Quality Assistance Plan.
2. Continue to adopt the comprehensive definition and classification structure for all RDS/DAVTE/ISBE purposes, including the Quality Assistance Plan. Incorporate the word "effect(s)" in the definition of impact as follows: "the consequence(s) or effect(s) of funded vocational education research and development projects and programs".
3. Adopt "long-term/short-term" impact delineations for research design purposes only.
4. Assess Quality Assistance Plan projects on a short-term basis only.
5. Assess the Quality Assistance Plan as a state-level program on a long-term basis only (having clearly identified state-level goals and objectives for the Quality Assistance Plan).
6. Take the next step(s) to expand the Impact Assessment Design as a "how to" resource (e.g., by identifying measures of change in populations and processes).
7. Continue to gather information on methodologies that lead to the assessment of impact on a quantitative basis, and work to synthesize qualitative and quantitative methodologies into a research and development impact assessment resource.

. Quality Assistance Plan (QAP): Project/Program Impact Assessments:

Conclusions

8. The Quality Assistance Plan for Vocational Education in Illinois is an initiative associated with impact for students and staff as perceived by vocational plan writers and vocational instructors.
9. Quality Assistance Plan writers value the QAP because it addresses local needs and actions, because it provides for local flexibility, and because it provides encouragement to local staff. They wish to see maximum impact for the dollars available. Involvement of teachers and counselors in all phases of the QAP process is the major initiative in maximizing QAP impact. This is particularly important with respect to regional QAPs, with the inherent concern that teachers can be even further removed from the QAP process, with resulting losses in participation and impact.
10. Vocational plan writers and vocational instructors agree in their perceptions regarding QAP activities, the impacts of those activities, and the methods used to select the activities. Vocational plan writers perceive QAP activities to be more fully evaluated than do vocational instructors.
11. Some vocational plan writers and vocational instructors are either not aware of the Quality Assistance Plan or have chosen not to participate in it.

Recommendations

8. Continue the Quality Assistance Plan as a state-wide initiative, emphasizing actions which contribute toward its impact for students and staff.
9. Continue the Quality Assistance Plan as a state funded program of locally initiated, developed, implemented, and evaluated projects, the purpose of which is to build the capacity, in each educational setting, for the improvement of vocational education programs, such that each student will be assured of readiness for either immediate employment or continued education in preparation for later employment. Initiate conscious efforts, both formally and informally, to involve teachers and counselors in the QAP process, particularly in regional QAPs.
10. Continue to develop strategies that encourage vocational plan writers and vocational staff members to work cooperatively in all phases of the Quality Assistance Plan. Encourage vocational plan writers to emphasize the evaluation of QAP activities with vocational instructors.
11. Continue to develop strategies to increase awareness and understanding of the Quality Assistance Plan and its potentials for impact among vocational plan writers and vocational staff members.

. Quality Assistance Plan (QAP): State-Level Technical Assistance:

12. Good progress has been realized in improving the QAP application/reporting procedures, including the sharpening of QAP purpose/objectives, instructions for determining highest priority needs, evaluation for effectiveness, and the offering of technical assistance to QAP plan writers.
12. Continue to improve and sharpen QAP application/reporting procedures according to QAP program-level goals and objectives.

Conclusions

13. More closely-linked efforts between the Research and Development Contract Administrators and the Regional Vocational Administrators, in the review and processing of QAP applications, as well as in providing technical assistance, have been developing.
14. Efforts have been initiated in developing QAP management information and processing procedures so that Research and Development Contract Administrators and other State Board personnel might have a maximum of time beyond "paper handling" to provide technical assistance and perform site visitations.
15. There continues to be some lack of awareness of the existence of the QAP among some local education agencies, and among teachers within some Illinois local education agencies.
16. The percentages of deobligated QAP funding through Fiscal Years 1982-84 have remained relatively constant, indicating the need for better QAP application planning.
17. The Quality Assistance Plan, as a State Board (DAVTE) program initiative was designed to provide resources to supplement but not supplant Illinois vocational education funding.

Recommendations

13. Reinforce closely-linked efforts between the Research and Development Contract Administrators and the Regional Vocational Administrators in the review and processing of QAP applications and technical assistance to QAP plan writers. Involve Consultant Services personnel to a greater extent in the QAP program, particularly in providing technical assistance to QAP plan writers. Consider a QAP inservice session on application, reporting and technical assistance efforts for these three sections of the State Board (DAVTE).
14. Continue to develop QAP management information and processing procedures in order to provide more opportunities for technical assistance to QAP plan writers as well as opportunities for State Board personnel to make QAP site visitations to confirm impact on site as a result of funding QAP projects.
15. Encourage, through the University Council for Vocational Education in Illinois and the Illinois Vocational Association, teacher education initiatives (both pre-service and in-service) to include QAP topics such as awareness, needs assessment, writing and evaluation. Stress teacher involvement in the QAP, particularly in Regional Quality Assistance Plans.
16. Take steps which will minimize the percentage of deobligated QAP funds annually, by encouraging well-planned QAP applications.
17. Continue to "keep sights raised" stressing quality with local and regional QAP plan writers, to "keep the Q in the QAP", thus ensuring that QAP funding supplements, but does not supplant, Illinois vocational education funding.

. Quality Assistance Plan (QAP): Technical Assistance for Plan Writers:

Conclusions

18. The Continuation Project has only been able to "scratch the surface" in initiating technical assistance for QAP plan writers, both in providing inservice sessions and in more specific, individualized approaches. The State Board (DAVTE) Region in Suburban Cook and Lake Counties has developed a model which could be useful to the other regions throughout Illinois.
19. The December 13, 1984 adoption by the Illinois State Board of Education of "A Policy and Plan for Education for Employment" and the future directions for establishing a regional education for employment program are now reflected in "The State Plan for Revitalizing Vocational Education in Illinois, Fiscal Years 1986-1988". The QAP continues as a vehicle for program improvement and for the regional education for employment program in Illinois. Phase I Planning Grant Proposals are in the process of being submitted and funded (through July, 1986).

Recommendations

18. Continue the development of inservicing and other more specific individualized approaches, in providing technical assistance for QAP plan writers, following the model which has been developed in Suburban Cook and Lake Counties. Major emphases in providing technical assistance should include:
- . Needs assessment to determine highest priority and longitudinal needs, including consideration of individual staff development plans;
 - . Involvement of all appropriate staff in Quality Assistance Plan need assessment, planning, application and evaluation activities;
 - . The design of QAP projects, based upon defined problems with measureable objectives, associated with locally-designed/directed evaluation for effectiveness, meaningful at the local level, and accountable to the state agency as funding source; and
 - . "Hands on" items relating to QAP application, operation and evaluation/reporting which can be taken back and utilized on-site.
19. Include the (Regional) Education for Employment planning grantees among those Illinois vocational educators requiring QAP inservice and other technical assistance during the Phase I planning grant period (through July, 1986).

6. EXHIBITS

- . A. Final Report Abstract
- . B. ERIC Documentation Letter
- . C. (Continuation) Proposal Abstract
- . D. Request for Information
- . E. A Composite Review of the Quality Assistance Plan Funded in Fiscal Years 1982, 1983, and 1984
- . F. Quality Assistance Plan (QAP) Impact Survey Results (Composite of QAP Plan Writers)
- . G. Quality Assistance Plan (QAP) Impact Survey Package
- . H. Quality Assistance Plan Impact Survey Results (Vocational Teachers)
- . I. QAP Impact Assessment Recommendations for Immediate Attention
- . J. The Quality Assistance Plan for Vocational Education in Illinois--The First Four Years
- . K. Quality Assistance Plan Funding Levels: Fiscal Years 1982-86
- . L. Quality Assistance Plan for Vocational Education, 1985-86
- . M. Memorandum on Processing the QAP
- . N. Illinois Vocational Educators Workshop: Agenda and Materials
- . O. Memorandum to Regional Vocational Administrators: Vocational Educators Workshops

Final Report Abstract

Official Project Title: A Third-Party Evaluation to Assess the Impact of the Quality Assistance Plan: Continuation

Department of Adult, Vocational and Technical Education Funding Agreement Number:
R-31-25-X-0334/0341-496

Project Director: Fred C. McCormick, Ph.D., President

Funded Agency: Educational Operations Concepts, Inc.

Location of Funded Agency: 1773 Skillman West, Saint Paul, Minnesota 55113

Time Period Covered: July 1, 1984 - June 30, 1985

Major Accomplishments of the Project: The Project accomplished its three (3) objectives, resulting in the following: 1) Orientation Conferences; 2) Completion of Impact Assessments; 3) Review of Project IMPACT Document; 4) QAP Forms Analysis; 5) Completion of Composite Descriptive Profiles; 6) Technical Assistance: FY 84 Outcomes/Program Objectives; 7) Technical Assistance: QAP Application/Reporting Guidelines; 8) Technical Assistance: Overall Planning, Management and Evaluation and Dissemination of QAP (State-Level) Program; 9) Development of Model QAP Plans/Reports; 10) Selection of QAP Writers for Technical Assistance; 11) Technical Assistance at DAVTE regional meetings, upon request; 12) Progress Reports; 13) Documentation of Impact Assessments; 14) Documentation of Revisions: Project IMPACT Document; 15) Documentation of Outcomes: State-Level Technical Assistance; 16) Documentation of Outcomes: Technical Assistance to QAP Writers; 17) Documentation of QAP Assessment/Procedures for Total System; 18) Final Report Draft; 19) Draft of Unique Final Product; and 20) Final Report/Unique Final Product Delivery.

Potential Impact on Vocational Education:

Results of this comprehensive third-party independent evaluation and technical assistance activity will provide for future Illinois approaches in program/personnel development for program improvement through the Quality Assistance Plan, and its assessment of impact. Improved teaching techniques in a substantial number of learning situations within five years after the activity will result. Primary target populations expected to be impacted include students, teachers and counselors, administrators and supervisors, and other community resource persons.

Products Delivered: (Indicate titles, types, quantity, recipients and date of delivery)

The following products are associated with this Third-Party Evaluation Project (being delivered as outlined in the Final Report):

- . Progress Report, September 30, 1984 (Two copies);
- . Progress Report, December 31, 1984 (Two copies);
- . Progress Report, March 31, 1985 (Two copies);
- . Final Report, June 30, 1985 (Twenty copies)
- . Product: The Quality Assistance Plan for Vocational Education in Illinois, June 30, 1985 (Twenty copies).

In addition, 1500 copies of the (printed) project product, The Quality Assistance Plan for Vocational Education in Illinois . . . The First Four Years were delivered during December, 1984.



**Illinois
State Board of
Education**

EXHIBIT B

ERIC Documentation Letter



EDUCATION IS EVERYONE'S FUTURE

100 North First Street
Springfield, Illinois 62777
217/782-4321

Walter W. Naumer, Jr., Chairman
Illinois State Board of Education

Ted Sanders
State Superintendent of Education

June 21, 1985

Dr. Fred C. McCormick
Educational Operations Concepts
1773 Skillman West
St. Paul, MN 55113

Dear Fred:

The Research and Development Section submitted "Quality Assistance Plan Impact (Fiscal Years 1982-83)" to the ERIC Clearinghouse on Adult, Career, and Vocational Education for inclusion in the ERIC Microfiche Collection. Your product has been selected for inclusion in this collection and will appear in the May, 1985 issue of Resources in Education. The ERIC Microfiche number is ED 251 594.

Congratulations! This decision will greatly increase the national dissemination of a fine program improvement document from the State of Illinois.

Voc. ed is working in Illinois!

Sincerely,

John S. Washburn
Manager
Research and Development Section

JSW/30

PROPOSAL ABSTRACT

TITLE: Continuation: A Third Party Evaluation to Assess the Impact of the Quality Assistance Plan

PRINCIPAL INVESTIGATOR(S): Fred C. McCormick, Ph.D., President
Eileen R. McCormick, M.S., Corporate Officer and Consultant

INSTITUTION: Educational Operations Concepts, Inc.

LOCATION: 1773 Skillman West, Saint Paul, Minnesota 55113

OBJECTIVES: The proposed activity goal, for the FY 85 project continuation, is to continue the conduct of the third-party evaluation to assess the impact of the Quality Assistance Plan, and to provide technical assistance to state-level personnel and QAP writers, based upon evaluation outcomes. The project objectives are based on an expansion of the minimum requirements for accomplishing the activity and number three as follows:

- . Objective 1: Complete, by April 30, (Long-Term) Quality Assistance Plan (QAP) Project/Program Impact Assessments;
- . Objective 2: Provide, on an ongoing basis, by May 31, State-Level (RDS/DAVTE/ISBE) Technical Assistance for the Quality Assistance Plan; and
- . Objective 3: Provide, on an ongoing basis, by May 31, Technical Assistance to Quality Assistance Plan Writers.

PROCEDURES: Procedures to be utilized have been designed according to the activity goal and three major objectives as follows: 1) Orientation Conference; 2) Complete Impact Assessments; 3) Review Project IMPACT Document; 4) QAP Forms Analysis; 5) Composite Descriptive Profiles; 6) Technical Assistance: FY 84 Outcomes/Program Objectives; 7) Technical Assistance: QAP Application/Reporting Guidelines; 8) Technical Assistance: Overall Planning, Management and Evaluation and Dissemination of QAP (State-Level) Program; 9) Develop Model QAP Plans/Reports; 10) Select QAP Writers for Technical Assistance; 11) Technical Assistance at DAVTE regional meetings, upon request; 12) Progress Reports; 13) Document Impact Assessments; 14) Document Revisions: Project IMPACT Document; 15) Document Outcomes: State-Level Technical Assistance; 16) Document Outcomes: Technical Assistance to QAP Writers; 17) Document QAP Assessment/Procedures for Total System; 18) Final Report Draft; 19) Draft(s) of Unique Final Product(s); and 20) Final Report/Unique Final Product(s) Delivered

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL AND TECHNICAL EDUCATION:

Results of this comprehensive third-party independent evaluation activity continuation will provide for future Illinois approaches in program/personnel development for program improvement through the Quality Assistance Plan, and its assessment of impact. Improved teaching techniques in a substantial number of learning situations within five years after the activity will result. Primary target populations expected to be impacted include students, teachers and counselors, administrators and supervisors, and other community resource persons.

PRODUCTS TO BE DELIVERED: (Indicate type of product, quantity, recipients and date of delivery):

In addition to two (2) copies each of three (3) quarterly progress reports, twenty (20) copies of a Final Report will be delivered by June 30, 1985 to the Illinois State Board of Education/Department of Adult, Vocational and Technical Education. In addition, other unique final product(s) necessary to convey assessment and technical assistance results effectively to various audiences will be delivered to the State Board Office upon completion of the project. The unique final product(s) and number of copies to be delivered will be negotiated as the project progresses.

Educational Operations Concepts, Inc.

1773 Skillman West

Saint Paul, Minnesota 55113

Educational Operations Concepts, Inc. (EOC) is pleased to be performing A Continuation of a Third-Party Evaluation to Assess the Impact of the Quality Assistance Plan (QAP). A Project Abstract and Request for Information/Sources follow.

PROJECT ABSTRACT

- . PROJECT SPONSOR: Research and Development/Department of Adult, Vocational and Technical Education/Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
(217) 782-4620
Dr. Peter Seidman, Contract Administrator
- . TIMELINE: Through June, 1985
- . SUMMARY: Our goal is to continue to conduct a third-party evaluation to assess the impact of the Quality Assistance Plan, and to provide technical assistance to state-level personnel and QAP writers, based upon evaluation outcomes. The project objectives are:
 - . Objective 1: Complete (Long-Term) Quality Assistance Plan Project/Program Impact Assessments;
 - . Objective 2: Provide, on an ongoing basis, State-Level (RDS/DAVTE/ISBE) Technical Assistance for the Quality Assistance Plan; and
 - . Objective 3: Provide, on an ongoing basis, Technical Assistance to Quality Assistance Plan Writers.

The major procedures to be utilized in this evaluation are based upon the resource document Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). During the performance of this activity, we anticipate the development of six (6) unique final products which will assist state-level and local/regional planners in vocational education program and personnel development.

- . REQUEST FOR INFORMATION: We would appreciate your being in touch with us within a week if you have any source(s) of information which would be useful in the performance of this project. Your passing along this Project Abstract/Request for Information to (an)other information source person(s) will also be appreciated. Thank you.

Fred C. McCormick, Ph.D., President and Project Director
Eileen R. McCormick, M.S., Project Associate

Exhibit E

A COMPOSITE REVIEW
OF THE QUALITY ASSISTANCE PLANS
FUNDED IN FISCAL YEARS 1982, 1983 and 1984

A Project Product: A Third-Party
Evaluation to Assess the Impact of the Quality Assistance Plan: Continuation
(Funding Agreement Number: R-31-25-X-0334/0341-496)

June, 1985

Prepared for:

Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Research and Development Section
Springfield, Illinois

Prepared by:

Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

The fourteen data tables which follow have been generated to provide a composite review of the 138 Quality Assistance Plans (QAPs) funded by the Department of Adult, Vocational and Technical Education during Fiscal Year 1982, the 214 QAPs funded during Fiscal Year 1983, and the 162 QAPs funded in Fiscal Year 1984. The Evaluation Team members have read the content of all 514 QAP applications and reporting forms represented by the QAP program in Illinois during its first three fiscal years of funding. Following is the listing of tabular results and other summaries available in this document, based on documentation research of the QAP application and reporting forms:

Table 1: Quality Assistance Plans by type of Institution, Fiscal Years 1982, 1983 and 1984

Table 2: Quality Assistance Plans by DAVTE Region, Fiscal Years 1982, 1983 and 1984

Table 3: Quality Assistance Plans: Activities, Fiscal Year 1982

Table 4: Quality Assistance Plans: Activities, Fiscal Year 1983

Table 5: Quality Assistance Plans: Activities, Fiscal Year 1984

Table 6: QAP Evaluation Plans, Fiscal Year 1982

Table 7: QAP Evaluation Plans, Fiscal Year 1983

Table 8: QAP Evaluation Plans, Fiscal Year 1984

Table 9: Information from Project Summary Report Form, Fiscal Year 1982

Table 10: Information from Project Summary Report Form, Fiscal Year 1983

Table 11: Information from Project Summary Report Form, Fiscal Year 1984

Table 12: Project Budget Summary, Fiscal Year 1982

Table 13: Project Budget Summary, Fiscal Year 1983

Table 14: Project Budget Summary, Fiscal Year 1984

Table 1: Quality Assistance Plans by type of Institution, Fiscal Years 1982, 1983 and 1984

<u>Type of Institution</u>	<u>Fiscal Year 1982</u>		<u>Fiscal Year 1983</u>		<u>Fiscal Year 1984</u>	
	<u>Number</u>	<u>% of QAP Total</u>	<u>Number</u>	<u>% of QAP Total</u>	<u>Number</u>	<u>% of QAP Total</u>
High Schools	80	58%	143	67%	111	69%
Area Vocational Centers	22	16%	30	14%	20	12%
Educational Service Regions	5	4%	7	3%	6	4%
Community Colleges	24	18%	26	12%	20	12%
Universities	5	4%	4	2%	3	2%
State Agencies	2	1%	4	2%	2	1%
Totals	138	101%	214	100%	162	100%

Table 2: Quality Assistance Plans by DAVTE Region, Fiscal Years 1982, 1983 and 1984

	<u>Fiscal Year 1982</u>			<u>Fiscal Year 1983</u>			<u>Fiscal Year 1984</u>		
	<u>Number</u>	<u>% of QAP Total</u>	<u>% of DAVTE Region Plan Writers</u>	<u>Number</u>	<u>% of QAP Total</u>	<u>% of DAVTE Region Plan Writers</u>	<u>Number</u>	<u>% of QAP Total</u>	<u>% of DAVTE Region Plan Writers</u>
1	31	22%	43%	37	17%	51%	18	11%	25%
2	22	16%	19%	28	13%	24%	16	10%	14%
3	17	12%	15%	40	19%	34%	24	15%	21%
4	21	15%	18%	26	12%	22%	22	14%	19%
5	10	7%	14%	21	10%	30%	15	9%	21%
6	15	11%	16%	29	14%	30%	40	25%	41%
Suburban Cook/ Lake County	16	12%	30%	26	12%	48%	23	14%	43%
Chicago	4	3%	5%	3	1%	3%	2	1%	2%
State Agencies	2	1%	3%	4	2%	6%	2	1%	3%
Totals:	138	100%	17%	214	100%	27%	162	100%	20%

Table 3: Quality Assistance Plans: Activities, Fiscal Year 1982

Activities/Numbers Reported*

1. Hold staff inservice meetings/workshops/seminars (45)
2. Revise/update/sequence curricula/course(s), including computer applications (26)
3. Attend workshops/conferences/seminars/professional meetings (not IVA) (22)
4. Attend IVA (22)
5. Visit business and industry (17)
6. Develop/integrate Competency-Based Vocational Education/Competency-Based Instruction (15)
7. Design/develop slides, films, handbooks, brochures, displays, newsletters, or other awareness materials (14)
8. Visit(exchanges) with other vocational education institutions (i.e. high schools, area vocational centers, community colleges, universities, career guidance centers) (13)
9. Develop computer literacy in staff (13)
10. Hold articulation meetings (11)
11. Visit exemplary programs (7)
12. Develop materials for academically disadvantaged (7)
13. Develop new course/program (6)
14. Develop career guidance materials (6)
15. Purchase computer software (4)
16. Develop self-evaluation instrument (3)
17. Provide staff training via coursework (2)
18. Revise management approach (2)
19. Utilize Guidance Information System (1)
20. Obtain membership in National Alliance for Post-Secondary Education (1)
21. Link with the Learning Resource Center (1)
22. Develop regional plan for vocational education (1)
23. Develop satellite television consortium (1)

Table 4: Quality Assistance Plans: Activities, Fiscal Year 1983

Activities/Numbers Reported

1. Attend workshops/conferences/seminars/professional meetings (not IVA or AVA) (62)
2. Hold staff workshops/in-service meetings (60)
3. Purchase computers/develop staff literacy and implement computer usage (51)
4. Revise/update, adapt curricula (39)

*Note: Totals exceed numbers of QAP projects due to multiple activities.

Table 4 (cont.)

5. Visit business and industry (38)
6. Design/produce brochures, displays, films, newsletters or other awareness materials (32)
7. Visit (exchanges) with other vocational education institutions (i.e., high schools, area vocational centers, community colleges, universities, career guidance centers) (31)
8. Attend AVA (31)
9. Attend IVA (24)
10. Develop competency-based curricula (23)
11. Evaluate/purchase/develop microcomputer software (21)
12. Hold articulation meetings (21)
13. Visit exemplary programs (13)
14. Determine advisement/placement procedures for students (12)
15. Develop new course/curriculum (10)
16. Improve career guidance/awareness (e.g., use of HORIZON) (8)
17. Hold planning meetings for a coordination team (6)
18. Take students on field trip/develop student exchanges (5)
19. Develop/purchase materials/software for special populations (5)
20. Conduct business/industry survey (5)
21. Assess vocational education access and equity (3)
22. Purchase membership in National Alliance for Post-Secondary Education (1)
23. Develop list of area business and industry sources for teachers (1)
24. Prioritize on-site evaluation recommendations for inservice (1)
25. Hold open house (1)

Table 5: Quality Assistance Plans: Activities, Fiscal Year 1984

Activities/Numbers Reported

1. Attend workshops, conferences, seminars, and professional meetings (69)
2. Hold staff workshops and inservice meetings (45)
3. Develop competency-based curricula (30)
4. Visit business and industry (27)
5. Hold articulation meetings (26)
6. Revise/update and adapt curricula (24)
7. Visit other vocational education institutions (22)
8. Evaluate/purchase/develop microcomputer software (21)
9. Develop staff computer literacy (20)

Table 5 (cont.)

10. Attend IVA (19)
11. Develop ICP Program (17)
12. Develop new course/curricula (15)
13. Develop brochures, displays, films, newsletters or other awareness materials (14)
14. Visit exemplary programs (11)
15. Improve career guidance/awareness (10)
16. Determine advisement/placement procedures for students (9)
17. Hold planning meetings for coordination (8)
18. Develop regional plan for vocational education (7)
19. Develop self-evaluation instrument (6)
20. Conduct business and industry survey (5)
21. Assess vocational education access and equity (5)
22. Hold open house (4)
23. Attend AVA (2)
24. Purchase membership in National Alliance for Post-Secondary Education (1)
25. Develop materials for academically disadvantaged (1)
26. Take students on field trip/conferences (1)

Table 6: QAP Evaluation Plans, Fiscal Year 1982

Evaluation Plan/Numbers Reported

1. Written comments/reports/logs of attendees/participants (40)
2. Faculty/staff evaluation/review (including departmental meetings, developmental committees, etc.) (38)
3. Monitoring of process by director/supervisor (33)
4. Completion of surveys/instruments/evaluation forms after workshops or meetings (24)
5. Documentation of time/travel/attendance/visits (13)
6. Student progress/achievement (11)
7. Sharing of information with other staff (10)
8. Review/check of products/materials/activities by administrator (9)
9. Monitoring use of final product (9)
10. Student evaluation/follow-up survey (9)
11. Review by Advisory Committee/Boards/State Consultants (9)
12. Observed classroom change (7)
13. Pilot/evaluation of final product (5)

Table 6 (cont.)

14. Changes in enrollment (4)
15. Presenter evaluation (3)
16. Observed improved articulation (2)
17. Number of student-teacher conferences (1)
18. Observations of staff morale (1)
19. Increased (observable) motivation and interest (1)

Table 7: QAP Evaluation Plans, Fiscal Year 1983

Evaluation Plan/Numbers Reported

1. Written comments/reports/logs of attendees/participants (99)
2. Monitoring usage (i.e., displays, micros, software, curriculum guides, etc.) (46)
3. Completion of surveys/instruments/evaluation forms of workshops and meetings (40)
4. Monitoring changes in curriculum or classroom instruction (31)
5. Review/check of products/materials/activities by administrator (27)
6. Advisory committee feedback (19)
7. Sharing of information with other staff (16)
8. Student outcomes (tests, assignments, progress, projects) (15)
9. Students' opinions/surveys/feedback (14)
10. Faculty/staff appraisal (including departmental meetings) (13)
11. Monitoring enrollment changes (8)
12. Determining usefulness of materials in classroom (7)
13. Part of State (DAVTE) or North Central Evaluation (6)
14. Monitoring numbers in attendance (4)
15. Following evaluation guidelines (e.g., DAVTE or ISBE) (3)
16. Basing evaluation on (developed) LDE System (3)
17. Observing impact (1)
18. Measuring growth through changes by Vocational Director (1)
19. Determining degree of articulation (1)
20. Progress Reports (1)

Table 8: QAP Evaluation Plans, Fiscal Year 1984

Evaluation Plan/Numbers Reported

1. Written comments/reports/logs of attendees (45)
2. Comment of plan writer that activities were accomplished (35)
3. Monitoring of process by director (20)

Table 8 (cont.)

4. Student evaluation/follow-up survey (18)
5. Faculty/staff evaluation/review (16)
6. Monitoring use of final product(s) (15)
7. Review by Advisory Committee/Boards/State Consultants (13)
8. Review/check of products/materials/activities by administrator (10)
9. Observing impact (8)
10. Sharing of information with other staff (6)
11. Pilot/evaluation of final product (5)
12. Monitoring numbers in attendance (5)
13. Student progress/achievement/outcomes (4)
14. Documentation of time/travel/attendance/visits (3)
15. Completion of surveys/forms after meetings, etc. (2)
16. Changes in enrollment (2)
17. Part of State or North Central evaluation (2)
18. Observed improved articulation (1)
19. Observations of staff morale (1)
20. Increased motivation and interest (1)
21. Progress reports (1)

Table 9: Information from Project Summary Report Form, Fiscal Year 1982

What priorit(y)ies was addressed in the project?

Public relations: 29 (7%)
 New concepts: 63 (15%)
 Basic skill development: 29 (7%)
 Access and equity issues: 7 (2%)
 Linkages with other agencies: 22 (5%)
 Programs responsive to individual or economic needs: 34 (8%)
 Competency-based instruction: 32 (7%)
 Planning and evaluation activities: 43 (10%)
 Personnel development:
 Exchange visits to other agencies: 36 (8%)
 Participation in professional vocational associations: 39 (9%)
 Workshops in vocational education: 63 (15%)
 Visits to exemplary programs and business/industry: 33 (8%)

Total: 430

How many individuals participated or benefitted in the project?

Teachers: 3,007 (73%)
 Counselors: 285 (7%)
 Administrators: 597 (14%)
 Students:
 Other (please specify): 244 (6%)
 Total: 4,133

Were State Board materials used in the project? (yes or no) If yes, please specify.

Yes: 54 (39%)
 No: 57 (42%)
 No Response: 27 (19%)

Total: 138

Table 10: Information from Project Summary Report Form, Fiscal Year 1983

What priorit(y)ies was addressed in the project?

Career Planning: 10 (1%)
 Public relations: 43 (6%)
 New concepts: 89 (13%)
 Basic skill development: 55 (8%)
 Access and equity issues: 10 (1%)
 Linkages with other agencies: 39 (6%)
 Programs responsive to individual or economic needs: 49 (7%)
 Competency-based instruction: 25 (4%)
 Planning and evaluation activities: 73 (11%)
 Personnel development:
 Exchange visits to other agencies: 54 (8%)
 Participation in professional vocational associations: 59 (9%)
 Workshops in vocational education: 108 (16%)
 Visits to exemplary programs and business/industry: 63 (9%)

Total: 677

How many individuals participated or benefitted in the project?

Teachers: 6,211 (75%)
 Counselors: 586 (7%)
 Administrators: 641 (8%)
 Students:
 Other (please specify): 839 (10%)

Total: 8,277

Were State Board materials used in the project? (yes or no) If yes, please specify.

Yes: 56 (26%)
 No: 120 (56%)
 No Response: 38 (18%)

Total: 214

Table 11: Information from Project Summary Report Form, Fiscal Year 1984

What priorit(y)ies was addressed in the project?

Career Planning: 43 (6%)
 Public relations: 44 (6%)
 New concepts: 80 (12%)
 Basic skill development: 37 (5%)
 Access and equity issues: 13 (2%)
 Linkages with other agencies: 47 (7%)
 Programs responsive to individual or economic needs: 44 (6%)
 Competency-based instruction: 55 (8%)
 Planning and evaluation activities: 63 (9%)
 Personnel development:
 Exchange visits to other agencies: 48 (7%)
 Participation in professional vocational associations: 65 (9%)
 Workshops in vocational education: 90 (13%)
 Visits to exemplary programs and business/industry: 64 (9%)

Total: 693

How many individuals participated or benefitted in the project?

Teachers: 4,236 (68%)
 Counselors: 496 (8%)
 Administrators: 1,119 (18%)
 Students:
 Other (please specify): 425 (7%)

Total: 6,276

Were State Board materials used in the project? (yes or no) If yes, please specify.

Yes: 56 (35%)
 No: 83 (51%)
 No Response: 23 (14%)

Total: 162

Table 12: Project Budget Summary, Fiscal Year 1982

<u>Category</u>	<u>Request</u>		<u>Expenditure</u>		<u>Deobligated</u>	
	<u>Amount</u>	<u>Percent of Total</u>	<u>Amount</u>	<u>Percent of Total</u>	<u>Amount</u>	<u>Percent of Total</u>
<u>Contractual Services: Total</u>	\$193,613.00	(81%)	\$153,697.89	(81%)	\$39,915.11	(78%)
. Substitutes	72,547.80	(30%)	55,555.08	(29%)	16,992.72	(33%)
. Stipends	40,373.95	(17%)	32,453.71	(17%)	7,920.24	(15%)
. Consultants with Travel	56,282.75	(23%)	43,988.14	(23%)	12,294.61	(24%)
. Facilities	8,722.50	(4%)	7,099.97	(4%)	1,622.53	(3%)
. AV Production/Printing	10,447.00	(4%)	8,754.99	(5%)	1,692.01	(3%)
. Membership/Registration Fees	5,239.00	(2%)	5,846.00	(3%)	(-607.00)	(-1%)
<u>Material Supplies</u>	27,446.40	(11%)	21,059.64	(11%)	6,386.76	(12%)
<u>Travel</u>	19,492.60	(8%)	14,388.48	(8%)	5,104.12	(10%)
<u>Total Project Budget</u>	\$240,552.00	(100%)	\$189,146.01	(100%)	\$51,405.99*	(100%)

*Note: Represents 21% of the \$240,552.00 requested and (initially) obligated.

Table 13: Project Budget Summary, Fiscal Year 1983

<u>Category</u>	<u>Request</u>		<u>Expenditure</u>		<u>Deobligated</u>	
	<u>Amount</u>	<u>Percent of Total</u>	<u>Amount</u>	<u>Percent of Total</u>	<u>Amount</u>	<u>Percent of Total</u>
<u>Contractual Services: Total</u>	\$399,750.23	(78%)	\$288,652.48	(76%)	\$111,097.75	(85%)
. Substitutes	124,023.50	(24%)	66,519.17	(17%)	57,504.33	(44%)
. Stipends	101,925.39	(20%)	74,639.51	(20%)	27,285.88	(21%)
. Consultants with Travel	130,628.60	(25%)	112,149.63	(30%)	18,478.97	(14%)
. Facilities	17,996.74	(4%)	9,165.74	(2%)	8,831.00	(7%)
. AV Production/Printing	9,288.00	(2%)	9,639.49	(3%)	(-351.49)	(-.3%)
. Membership/Registration Fees	15,888.00	(3%)	16,538.94	(4%)	(-650.94)	(-.5%)
<u>Material Supplies</u>	64,552.37	(13%)	57,712.16	(15%)	6,840.21	(5%)
<u>Travel</u>	49,033.10	(10%)	35,132.89	(9%)	13,900.21	(11%)
<u>Total Project Budget</u>	\$513,335.70	(100%)	\$381,497.53	(100%)	\$131,838.17*	(100%)

*Note: Represents 26% of the \$513,335.70 requested and (initially) obligated.

Table 14: Project Budget Summary, Fiscal Year 1984

<u>Category</u>	<u>Request</u>		<u>Expenditure</u>		<u>Deobligated</u>	
	<u>Amount</u>	<u>Percent of Total</u>	<u>Amount</u>	<u>Percent of Total</u>	<u>Amount</u>	<u>Percent of Total</u>
<u>Contractual Services: Total</u>	\$392,845.84	(72%)	\$283,917.10	(70%)	\$108,928.74	(80%)
. Substitutes	109,794.50	(20%)	67,790.65	(17%)	42,003.85	(31%)
. Stipends	143,706.11	(26%)	119,267.27	(29%)	24,438.84	(18%)
. Consultants with Travel	87,038.30	(16%)	51,810.68	(13%)	35,227.62	(26%)
. Facilities	16,640.80	(3%)	13,355.46	(3%)	3,285.34	(2%)
. AV Production/Printing	13,568.00	(2%)	11,033.62	(3%)	2,534.38	(2%)
. Membership/Registration Fees	22,098.13	(4%)	20,659.42	(5%)	1,438.71	(1%)
<u>Material Supplies</u>	98,979.75	(18%)	84,970.89	(21%)	14,008.86	(10%)
<u>Travel</u>	52,970.16	(10%)	39,388.10	(10%)	13,582.06	(10%)
<u>Total Project Budget</u>	\$544,798.75	(100%)	\$408,276.09	(100%)	\$136,522.66*	(100%)

*Note: Represents 25% of the \$544,798.75 requested and (initially) obligated.

Illinois State University

Vocational Research Projects

June 18, 1985

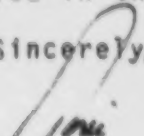
Dr. Fred McCormick
Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113

Dear Fred:

Thank you for the names of the seventeen school districts which mentioned ICPs in their QAPs. We will now follow-up and request specific information from each of these districts.

Your help with my request is greatly appreciated. If I may assist you in the future, please feel free to contact me.

Sincerely,


Toni McCarty-Warren, Ph.D.
Project Director

TMW:fc

cc: Nona Denton

**Quality Assistance Plan (QAP)
Impact Survey**

RESULTS

N = 125

(COMPOSITE OF QAP PLAN WRITERS)

I. QAP Activities Responses = 464

Instructions: Following is a list of some QAP activities. Please check all those in which staff or students participated as part of your QAP Project.

- | | |
|--|--|
| <u>16%</u> A. Held staff inservice meetings or workshops. | <u>9%</u> E. Developed handbooks, brochures, newsletters, AV or other awareness materials. |
| <u>22%</u> B. Attended workshops, seminars or professional meetings. | <u>12%</u> F. Purchased, developed, or evaluated computer software. |
| <u>14%</u> C. Visited business and industry exemplary programs or other vocational education institutions. | <u>5%</u> G. Other (please specify): _____ |
| <u>18%</u> D. Developed or revised/updated courses or curricula. | <u>2%</u> H. Other (please specify): _____ |

II. Changes Resulting from QAP

Instructions: Following are two lists [one relating to staff (A), the other to students (C)] of changes which may have resulted from the QAP Project. First, check all of the changes which you think took place in the left column. Second, place the letter (or letters) of the activity(ies) from I above that you think brought about the change in the right column.

Example: X 1. Improved teaching methods. B, C
(This means you think improved teaching methods resulted in your project because staff attended workshops and visited business and industry.)

Responses = 563

A. Staff Changes

Check changes
which took place.

Place letter(s) of activity
that caused change.

- | | |
|---|-------|
| <u>18%</u> 1. Improved teaching methods..... | _____ |
| <u>17%</u> 2. Improved instructional materials..... | _____ |
| <u>17%</u> 3. Improved course content..... | _____ |
| <u>8%</u> 4. Improved classroom management | _____ |
| <u>8%</u> 5. Addition of course(s)..... | _____ |
| <u>2%</u> 6. Deletion of course(s)..... | _____ |
| <u>7%</u> 7. Improved use of community resources..... | _____ |
| <u>11%</u> 8. Improved career guidance..... | _____ |
| <u>7%</u> 9. Improved administrative management..... | _____ |
| <u>2%</u> 10. Other (please specify): _____ | _____ |
| <u>1%</u> 11. Other (please specify): _____ | _____ |
| <u>1%</u> 12. No changes relating to staff are known to have occurred.... | _____ |

B. In your opinion, how many staff members exhibited the changes indicated in A above. (Please check one.)

- | | |
|---------------------------|--|
| <u> </u> 1. 1 to 9 | <u> </u> 4. 100 or more |
| <u> </u> 2. 10 to 49 | <u> </u> 5. No changes were indicated in A above. |
| <u> </u> 3. 50 to 99 | |

Responses = 253

C. Student Changes

Check changes
which took place.

Place letter(s) of activity
that caused change.

- 23% 1. Improved student attitudes.....
34% 2. Improved student skill performance.....
21% 3. Improved student academic achievement.....
11% 4. Improved student behavior.....
4% 5. Other (please specify):
8% 6. No changes relating to students are known to have occurred...

D. In your opinion, how many students exhibited the changes indicated in C above. (Please check one.)

- ___ 1. 1 to 24 ___ 4. 500 or more
 ___ 2. 25 to 99 ___ 5. No changes were indicated in C above.
 ___ 3. 100 to 499

III. Selection of QAP Activities Responses = 481

Instructions: Following is a list of potential methods for selecting the activities of the QAP Project. Please check the method(s) that best describe(s) your project.

A. QAP activity selection was based upon (check as many as appropriate):

- 17% 1. Needs assessment 6% 8. Community initiative (e.g.,
10% 2. Short-term plan writing advisory committee)
8% 3. Long-term plan writing 15% 9. Your personal initiative
6% 4. State evaluation activities 4% 10. A sharing of QAP products
4% 5. State planning initiative 5% 11. Evaluation of previous QAP
15% 6. Staff initiative (other than 1% 12. Other (please specify):
 yours).
9% 7. Administrative initiative
 (other than yours).

IV. Evaluation of QAP Activities N = 125

Instructions: Please provide the following information.

- A. Were the QAP activities evaluated either during or following their completion? 78% yes 13% no 8% don't know No Response 2%
- B. If yes (A above), what person or persons were responsible for the evaluation (by job title)?
- C. If yes (A above), please describe the evaluation method(s).

V. QAP Application and Reporting

Instructions: Please provide the following information.

- A. Please provide your best estimate of the total number of person-hours required to prepare the QAP application.
 _____ person-hours for application.
- B. Please provide your best estimate of the total number of person-hours required to complete the QAP final report.
 _____ person-hours for final report.

- C. Do you think the changes resulting from the QAP project justify the time required for application? (Check one.)

___ Yes ___ No ___ Don't know.

- D. Do you think the changes resulting from the QAP project justify the time required for final reporting? (Check one.)

___ Yes ___ No ___ Don't know.

VI. Future Changes Resulting from the QAP

Instructions: Please provide your reactions or opinions.

- A. What changes resulting from the QAP Project do you think are likely to occur in the future? _____

- B. Who might be affected by those changes? _____

- C. Please feel free to provide additional comments regarding any aspect of the QAP Project. (Insert page(s) if needed.) _____

VII. Background Information

Instructions: The following is designed to gather background information on you and your institution or agency.

- A. In what type of institution or agency do you work? (Check only one.)

___ 1. High School	___ 5. Educational Service Region
___ 2. Area Vocational Center	___ 6. State Agency
___ 3. Community College	___ 7. Other (please specify): _____
___ 4. University	

- B. What is your job title? _____

- C. What was your relationship to the QAP Project? (e.g., QAP writer, project director, participant, evaluator, etc.) _____

- D. Please print your name and phone number if you would like to talk to us about any aspect of the QAP.

Name: _____

Phone: () _____

Thank you for completing this survey!

Please fold this questionnaire, staple or tape, (postage is provided), and return to: Educational Operations Concepts, Inc.

1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

EXHIBIT G

Quality Assistance Plan (QAP)
Impact Survey Package

Phone: (612)633-1103

Educational Operations Concepts, Inc.

1773 Skillman West

Saint Paul, Minnesota 55113

April, 1985

Dear Vocational Plan Writer,

We need your help!

This year the Department of Adult, Vocational and Technical Education, Illinois State Board of Education is continuing to assess the impact of the Quality Assistance Plan (QAP). Assessment services are being provided by Educational Operations Concepts, Inc. and the enclosed Impact Surveys represent one of the major assessment activities.

QAP records indicate that your institution participated in the Quality Assistance Plan in Fiscal Years 1982, 1983, and 1984. The enclosed surveys represent a small random sample of teachers in such schools.

We need your help in two ways:

1. Please distribute the enclosed surveys to your staff according to the affixed labels; and
2. Encourage those teachers to complete the survey (it takes about 5 minutes) and return it to us within a week. Return postage is provided.

As a long-term participant in the QAP, we know you understand the importance of this assessment and will convey that understanding to your staff as well. Thank you in advance for your assistance. If you have any questions, feel free to call me or Eileen McCormick at (612) 633-1103.

Sincerely,

Fred C. McCormick

Fred C. McCormick, Ph.D.
Project Director

Educational Operations Concepts, Inc.

1773 Skillman West

Saint Paul, Minnesota 55113

April, 1985

Dear Illinois Vocational Teacher,

The Department of Adult, Vocational and Technical Education, Illinois State Board of Education is continuing to assess the impact of the Quality Assistance Plan (QAP) this year. Assessment services are being provided by Educational Operations Concepts, Inc., and this Impact Survey represents one of the major assessment activities.

The Quality Assistance Plan (QAP), a state-funded program for locally developed projects, was begun in Fiscal Year 1982 for the purpose of improving vocational education programs. In its four years of existence, the QAP has provided mini-grants to some 769 projects in secondary schools, secondary area vocational centers, community colleges, and state agencies.

We realize that as the school year draws to a close, teachers are extremely busy. However, your assistance is vital to an accurate assessment of the impact of the QAP because your name is part of a small random sample of vocational teachers in schools with a QAP in each of the Fiscal Years 1982, 1983 and 1984. Please take the time (about 5 minutes) to complete this survey and return it to EOC within a week. Directions are included for its return, and postage is provided. Individual responses are confidential and survey findings will be reported only in the aggregate.

Thank you in advance for your assistance. If you have any questions please feel free to call me or Eileen McCormick (collect) at (612) 633-1103.

Sincerely,

Fred C. McCormick

Fred C. McCormick, Ph.D.
Project Director

QUALITY ASSISTANCE PLAN (QAP)
IMPACT SURVEY

For purposes of this survey, impact is defined as, "the consequence(s) or effect(s) of funded vocational education research and development projects and programs". Impact implies that a change has taken place and can be as varied as "improved staff attitudes" or "the addition of a course".

Instructions: Check the appropriate answer.

1. Did you participate in the Quality Assistance Plan (QAP) activities in your institution? (If you are in doubt, check with the Vocational Plan Writer because activities may have been supported by the QAP unbeknown to you.)

_____ Yes (If yes, proceed to Section I.)

_____ No (If no, please fold, staple, and return this survey.)

SECTION I: QAP ACTIVITIES

Instructions: Following is a list of some QAP activities. Please check all those activities in which you participated as part of the QAP Project.

_____ A. Attended staff inservice meetings or workshops at my school

_____ B. Attended workshops, seminars or professional meetings elsewhere.

_____ C. Visited business and industry, exemplary programs, or other vocational education institutions.

_____ D. Developed or revised/updated courses or curricula.

_____ E. Developed handbooks, brochures, newsletters, AV or other awareness materials.

_____ F. Purchased, developed or evaluated computer software.

_____ G. Other (please specify): _____

_____ H. Other (please specify): _____

SECTION II: SELECTION OF QAP ACTIVITIES

Instructions: Following is a list of potential methods of selecting the activities of the QAP Project. Please check the method(s) that best describe(s) the project at your institution.

A. QAP activity selection was based upon (check as many as appropriate):

- _____ 1. Needs assessment of staff
_____ 2. Short-term plan writing
_____ 3. Long-term plan writing
_____ 4. State evaluation activities
_____ 5. State planning initiative
_____ 6. Staff initiative (other than yours)
_____ 7. Administrative initiative (other than yours)

- _____ 8. Community initiative (e.g., advisory committee)
_____ 9. Your personal initiative
_____ 10. A sharing of QAP products
_____ 11. Evaluation of previous QAP
_____ 12. Other (please specify): _____

_____ 13. I do not know.

SECTION III: IMPACT RESULTING FROM THE QAP

Instructions: Following are two lists [one relating to staff (A), the other to students (B)] of types of impact which may have resulted from the QAP activities. Please check (in the left column) all of the kinds of impact which you think took place for yourself and for your students.

A. Types of Staff Impact

- ☐ 1. Updated professional skills
- ☐ 2. Improved attitudes
- ☐ 3. Improved teaching methods
- ☐ 4. Improved instructional materials
- ☐ 5. Updated course content
- ☐ 6. Improved classroom management
- ☐ 7. Addition of course(s)
- ☐ 8. Deletion of course(s)
- ☐ 9. Reduced duplication of effort
- ☐ 10. Improved use of community resources
- ☐ 12. Improved administrative management
- ☐ 13. Other (please specify): _____
- ☐ 14. Other (please specify): _____
- ☐ 15. No impacts are known to have occurred.

B. Types of Student Impact

- ☐ 1. Improved student attitudes
- ☐ 2. Improved student skill performance
- ☐ 3. Improved student academic achievement
- ☐ 4. Improved student behavior
- ☐ 5. Other (please specify): _____
- ☐ 6. No impacts relating to students are known to have occurred.

SECTION IV: EVALUATION OF QAP ACTIVITIES

Instructions: Please provide the following information.

- A. Were the QAP activities in which you participated evaluated either during or following their completion?
☐ Yes ☐ No ☐ Don't know
- B. If yes, what person or persons were responsible for the evaluation (by job title)?

- C. If yes, please describe the evaluation method(s).

- D. Please feel free to provide additional comments regarding any aspect of the QAP Project. Insert page(s) if needed.

Thank you for completing this impact survey!

Please fold, staple or tape, (postage is provided) and return to:
Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113

FIRST CLASS MAIL

Please Fold along Dotted Line for Mailing.

QUALITY ASSISTANCE PLAN (QAP) SURVEY

Please Fold Along Dotted Line for Mailing.

1773 Skillman West
Saint Paul, Minnesota 55113

TO: Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113

FIRST CLASS MAIL

50

OUR PICTURE OF THE IMPACT OF THE QUALITY
ASSISTANCE PLAN (QAP) IN ILLINOIS WILL NOT BE
COMPLETE UNTIL WE HEAR FROM YOU!



You were sent a Quality Assistance Plan (QAP)
Survey Form (buff color) recently. To date, we
are missing your response. Please take a few
minutes to complete the survey, even if you can
only respond minimally. Thank you kindly.

Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

N = 92

QUALITY ASSISTANCE PLAN (QAP)
IMPACT SURVEY
RESULTS (VOCATIONAL TEACHERS)

(49.7% Response Rate)

For purposes of this survey, impact is defined as, "the consequence(s) or effect(s) of funded vocational education research and development projects and programs". Impact implies that a change has taken place and can be as varied as "improved staff attitudes" or "the addition of a course".

Instructions: Check the appropriate answer.

1. Did you participate in the Quality Assistance Plan (QAP) activities in your institution? (If you are in doubt, check with the Vocational Plan Writer because activities may have been supported by the QAP unbeknown to you.) Responses = 92

74% Yes (If yes, proceed to Section I.)

23% No (If no, please fold, staple, and return this survey.)

3% Retired/moved

SECTION I: QAP ACTIVITIES

Instructions: Following is a list of some QAP activities. Please check all those activities in which you participated as part of the QAP Project. Responses = 211

- | | |
|--|---|
| <u>22%</u> A. Attended staff inservice meetings or workshops at my school | <u>9%</u> F. Purchased, developed or evaluated computer software. |
| <u>24%</u> B. Attended workshops, seminars or professional meetings elsewhere. | <u>2%</u> G. Other (please specify): _____ |
| <u>15%</u> C. Visited business and industry, exemplary programs, or other vocational education institutions. | _____ Planning _____ |
| | _____ Program review _____ |
| | _____ Purchased computer _____ |
| <u>18%</u> D. Developed or revised/updated courses or curricula. | _____ H. Other (please specify): _____ |
| <u>10%</u> E. Developed handbooks, brochures, newsletters, AV or other awareness materials. | _____ |
| | _____ |
| | _____ |

SECTION II: SELECTION OF QAP ACTIVITIES

Instructions: Following is a list of potential methods of selecting the activities of the QAP Project. Please check the method(s) that best describe(s) the project at your institution.

A. QAP activity selection was based upon (check as many as appropriate):

- | | |
|--|--|
| <u>18%</u> 1. Needs assessment of staff | <u>4%</u> 8. Community initiative (e.g., advisory committee) |
| <u>8%</u> 2. Short-term plan writing | |
| <u>3%</u> 3. Long-term plan writing | <u>11%</u> 9. Your personal initiative |
| <u>7%</u> 4. State evaluation activities | <u>6%</u> 10. A sharing of QAP products |
| <u>3%</u> 5. State planning initiative | <u>5%</u> 11. Evaluation of previous QAP |
| <u>10%</u> 6. Staff initiative (other than yours) | <u>1%</u> 12. Other (please specify): _____ |
| <u>16%</u> 7. Administrative initiative (other than yours) | _____ |
| | <u>2%</u> 13. I do not know. |

SECTION III: IMPACT RESULTING FROM THE QAP

Instructions: Following are two lists [one relating to staff (A), the other to students (B)] of types of impact which may have resulted from the QAP activities. Please check (in the left column) all of the kinds of impact which you think took place for yourself and for your students.

A. Types of Staff Impact Responses = 295

- | | | |
|------------|--|-------------------------------------|
| <u>16%</u> | 1. Updated professional skills | |
| <u>11%</u> | 2. Improved attitudes | |
| <u>15%</u> | 3. Improved teaching methods | |
| <u>17%</u> | 4. Improved instructional materials | |
| <u>17%</u> | 5. Updated course content | |
| <u>5%</u> | 6. Improved classroom management | |
| <u>3%</u> | 7. Addition of course(s) | |
| <u>1%</u> | 8. Deletion of course(s) | |
| <u>4%</u> | 9. Reduced duplication of effort | |
| <u>6%</u> | 10. Improved use of community resources | |
| <u>3%</u> | 12. Improved administrative management | Writing competency-based programs |
| <u>1%</u> | 13. Other (please specify): | <u>Change in curriculum planned</u> |
| | 14. Other (please specify): | <u>Possible articulation plans</u> |
| <u>2%</u> | 15. No impacts are known to have occurred. | |

B. Types of Student Impact Responses = 123

- | | | |
|------------|--|---------------------|
| <u>26%</u> | 1. Improved student attitudes | |
| <u>30%</u> | 2. Improved student skill performance | |
| <u>21%</u> | 3. Improved student academic achievement | |
| <u>10%</u> | 4. Improved student behavior | |
| <u>2%</u> | 5. Other (please specify): | <u>Basic skills</u> |
| <u>11%</u> | 6. No impacts relating to students are known to have occurred. | |

SECTION IV: EVALUATION OF QAP ACTIVITIES

Instructions: Please provide the following information. Responses = 68

- A. Were the QAP activities in which you participated evaluated either during or following their completion?
66% Yes 12% No 22% Don't know
- B. If yes, what person or persons were responsible for the evaluation (by job title)?
(See following page.) _____
- C. If yes, please describe the evaluation method(s). _____
(See following page.) _____
- D. Please feel free to provide additional comments regarding any aspect of the QAP Project. Insert page(s) if needed. _____
(See following page.) _____

Thank you for completing this impact survey!

Please fold, staple or tape, (postage is provided) and return to:
Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

Section IV: Evaluation of QAP Activities

B. If QAP activities were evaluated, what person or persons were responsible for the evaluation (by job title)?

- . Administrators (25)
- . Teachers (16)
- . Committee of Staff Members (3)
- . Consultant (2)
- . Counselors
- . Presenter
- . Community College Evaluation
- . Career Education Office

C. Please describe the evaluation method(s).

- . Evaluation form/written reports (16)
- . Questionnaire (10)
- . Discussions/oral reports (8)
- . Evaluation/examination of materials (3)
- . Observation (2)
- . Response by students (2)
- . Project report/weekly reports (2)
- . Meeting minutes
- . On-the-job evaluation
- . Program evaluation
- . Course evaluation

D. Please feel free to provide additional comments regarding any aspect of the QAP Project.

- . Please continue the QAP, it's most helpful (2)
- . Activities are necessary for professional growth and development (2)
- . Only funds available for vocational teachers (2)
- . Scope of QAP activities should be broadened
- . Terrific for my internship program
- . Visiting business and industry is very important
- . All vocational education staff should be made aware of the QAP

EXHIBIT I

Quality Assistance Plan (QAP) for Vocational Education: Impact Assessment Recommendations for Immediate Attention

. Philosophy: Mission, Goals and Objectives:

- 1.2 Continue the current philosophy of recognizing local needs assessment, decision-making, and flexibility in application/reporting procedures.
- 2.1 Clearly identify (state-level) program goals and objectives for the Quality Assistance Plan.
- 2.2 Design application and reporting forms/formats according to program-level goals and objectives, including accommodations for both program development and personnel development.
- 6.5 Encourage the longitudinal and progressive development of QAP activities within local education agencies, basing each year's QAP upon previous experiences, and thereby maximizing the impact of each QAP project from year to year. .

. Teacher Involvement:

- 5.1 Develop strategies to increase teacher-awareness of the QAP and its potential for program/personnel development throughout the state, (e.g., at professional meetings and through publications).
- 5.2 Develop strategies that encourage and enable teachers and QAP writers to work together to include in the QAP the highest priority needs of their local education agency.
- 5.3 Involve the Consultant Services and Special Programs Sections of DAVTE/ISBE, to a greater degree, in QAP at the state level.
- 8.1 Establish and encourage the sharing of QAP products and processes in the context of regional, intra-regional, inter-regional and statewide conferences and publications.

. Evaluation:

- 9.1 Encourage locally-designed and locally-directed evaluations of QAP activities which will be, above all, meaningful at the local level.
- 9.2 Encourage QAP evaluation activities which will include the measurement of impacts (measures of effectiveness and efficiency).

- 9.3 Provide technical assistance, when possible, to QAP writers in areas of QAP evaluation design and reporting.

. Funding:

- 1.1 Continue the Quality Assistance Plan (QAP) and where/when possible, increase the funding levels available for QAP's and the involvement of additional local education agencies in QAP projects.
- 6.1 Take steps which will minimize the percentage of deobligated QAP funds annually.
- 6.2 Consider "fine-tuning" the QAP funding levels in relation to the Vocational Education Reimbursement amounts.
- 6.4 Consider the creation of an "evaluation pool" of funds, based on a percentage of deobligation, for local evaluation activities relating to the Quality Assistance Plan.

EXHIBIT J

The Quality Assistance Plan for Phone: (612)633-1103
Vocational Education in Illinois - - -

The First Four Years

Educational Operations Concepts, Inc.

1773 Skillman West

Saint Paul, Minnesota 55113

Fall, 1984

Dear Vocational Educator:

The attached document, The Quality Assistance Plan for Vocational Education in Illinois . . . The First Four Years, provides a brief summary of the results of the Impact Assessment of the Quality Assistance Plan that we conducted in Fiscal Year 1984. It was developed to provide feedback to the many vocational educators who participated in that study.

We would also like to take this opportunity to thank the people in many educational agencies who assisted us by providing invaluable information. We appreciate the time and effort taken in completing surveys, and participating in on-site visits and follow-up telephone interviews. Thank you.

Fred C. McCormick

Fred C. McCormick, Ph.D.
President

Eileen R. McCormick

Eileen R. McCormick, M.S.
Consultant and Corporate Officer



**The
Quality Assistance
Plan For Vocational
Education
In Illinois...**

**Illinois
State Board of
Education**

**Adult,
Vocational and
Technical Education**

The First Four Years



Fall, 1984

The Quality Assistance Plan For Vocational Education in Illinois — The First Four Years

What is the Quality Assistance Plan?

The Quality Assistance Plan (QAP) is a state-funded program for locally initiated, developed, implemented and evaluated projects that was begun in Fiscal Year 1982. Its purpose is to build the capacity, in each educational setting, for the improvement of vocational education programs. That improvement should be such that each student will be assured of readiness for either immediate employment or continued education in preparation for later employment.

In its four years of existence, the QAP has provided mini-grants to some 769 projects or an average of 192 projects per year. Grant sizes have ranged from \$850 to \$10,000, depending upon the vocational reimbursement amount of the applicant institution. Applicants have included secondary schools, secondary-area vocational centers, community colleges, and state agencies.

What has the Quality Assistance Plan accomplished?

In 1984 the State Board of Education, Department of Adult, Vocational and Technical Education (DAVTE) contracted with an outside evaluator (Educational Operations Concepts, Inc. of Saint Paul, Minnesota) to

assess the QAP's impact or effect. The assessment involved an in-depth study of the QAP projects funded in Fiscal Years 1982 and 1983. It included review of the applications and reports, a survey of participants and non-participants, on-site visitations and follow-up interviews of those projects.

The study found that the QAP had effects regarding both personnel and program development. Not surprisingly, of all possible QAP activities, attending workshops, visiting business and industry, and visiting exemplary programs had the greatest effect on teachers, while developing or updating curriculum had the greatest effect on students. Also, more impact or effect resulted from QAP activities in those projects that participated in the QAP both years as compared to those that participated only one year.

Participants in QAP activities were enthusiastic about the opportunities that were provided and shared many examples of the tangible effects they had experienced. Some examples were: a school newsletter that was developed "from scratch"; a staff that is now trained in the use of a self-evaluation instrument; two levels of typing instruction that have been revised based upon a new typing system; a completed student advisement handbook; a rearranged media center in keeping with competency-based instruction; newly developed competency-based education (CBE) materials for special needs students; teachers who have been inserviced in the use of computers; and courses that have been revised to incorporate computer-assisted instruction.

The Quality Assistance Plan (QAP) is a state-funded program for locally initiated, developed, implemented and evaluated projects. Its purpose is to build the capacity for the improvement of vocational education programs.

Attending workshops, visiting business and industry, and visiting exemplary programs had the greatest effect on teachers, while developing or updating curriculum had the greatest effect on students.

How can the impact of the Quality Assistance Plan be increased?

Overall the study found many positive changes resulting from QAP funding. According to those who had participated in QAP projects the benefits often greatly exceeded the dollars involved. However, the study also identified four problem areas that related to local education agencies:

- Some local plan writers are not aware of the existence of the QAP;
- Within local education agencies, many teachers have little or no knowledge regarding the QAP;
- Innovative QAP processes and products often are not shared with other education agencies; and
- QAP projects often lack sound self-evaluation activities.

In order to correct these problems the following recommendations were made:

1. Increase teacher awareness of the QAP and its potential for program and personnel development, while maintaining teacher-centered QAP activities;
2. Involve teachers and other education agency staff in QAP needs assessment, planning, operation, and evaluation. Needs assessment might be accomplished by means of annual individual staff development plans;
3. Develop procedures such that the highest priority need can be identified for QAP funding;
4. Share, when possible, QAP project activities with non-vocational education programs and teachers;

5. Share QAP products and processes in local, regional, and state-wide meetings, conferences, and publications;

6. Identify and recognize exemplary QAP projects;

7. Design and direct evaluations of QAP activities which are meaningful at the local level; and

8. Evaluate QAP activities for both efficiency and effectiveness. (Were they completed and were they worthwhile?)

In addition to these recommendations made for local educators, nineteen recommendations were made regarding state-level responsibilities toward the QAP. Briefly, the evaluators recommended that the Quality Assistance Plan be continued along with its current philosophy of recognizing local needs; that a computerized QAP management information system be developed as well as a directory of QAP projects; that every effort be made to make Illinois educators, and particularly teachers, aware of the QAP; and that assistance be provided to applicants in all areas of application and reporting, especially in the area of evaluation planning.

Finally, some suggestions will be included in the Fiscal Year 1986 QAP application and reporting package. They include ways in which help may be sought in completing current year QAP reports as well as in making plans for next year's QAP. These suggestions are based upon information gained in the impact assessment and can lead to increased impact for the Quality Assistance Plan in the future.

More impact resulted from QAP activities in those projects that participated in the QAP both years.

Overall the study found many positive changes resulting from QAP funding.



**Illinois
State Board of
Education**

100 North First Street
Springfield, Illinois 62777

Walter W. Naumer Jr., Chairman
Illinois State Board of Education

Donald G. Gill
State Superintendent of Education

Exhibit K
QUALITY ASSISTANCE PLAN FUNDING
LEVELS: FISCAL YEARS 1982-86

Fiscal Year 1986:

What are the Funding Levels for the Quality Assistance Plan Program?

The funding levels for this program are shown in the following chart:

Column A	Column B
If your FY 1984 Vocational Education Reimbursement was:	Your QAP funding level is:
Less than \$20,000	\$ 1,000
Between \$20,000 and \$74,999	\$ 3,000
Between \$75,000 and \$149,999	\$ 6,000
Between \$150,000 and \$299,999	\$12,000
Between \$300,000 and \$499,999	\$20,000
Equal to or more than \$500,000 ...	
	Contact personnel of the Research and Development Section for funding level.

Optional Funding System for a Regional Quality Assistance Plan

In December, 1984, the State Board of Education approved recommendations resulting from an extensive policy study on education for employment. As a result, State Board staff are assisting local agencies as they implement an administrative plan for the regional delivery of education for employment. The QAP, operated on a regional basis, may prove to be an excellent starting point for agencies involved in regional efforts. The "Optional Funding System" for the QAP provides an incentive for this type of cooperative effort.

A regional QAP is defined as two or more agencies, combining their financial resources, to provide program and personnel development activities to improve local vocational education programs and services. The coordination of a regional QAP is usually the

responsibility of the organizing agency. An organizing agency is required to obtain and submit as a part of the QAP the signed form "Agreement to Participate in a Regional Quality Assistance Plan" from each of the participating agencies. See page 14.

The funding level for a regional plan may be determined by adding the amount of funds each agency is eligible for in Column B of the above chart. For example, if three agencies make the decision to participate in a regional QAP and they received: agency A = \$12,359, agency B = \$47,979 and agency C = \$104,829 in vocational reimbursement for FY '84, the QAP funding level will be \$1,000.00 + \$3,000.00 + \$6,000.00 for a total of \$10,000.00.

Unlike prior years and in order to encourage agencies to work together in support of area-wide efforts, there is no maximum funding level for regional QAPs.

Fiscal Year 1985:

What are the Funding Levels for the Quality Assistance Plan Program?

The funding levels for this program are shown in the following chart:

Column A	Column B
If your FY 1983 Vocational Education Reimbursement was:	Your QAP funding level is:
Less than \$20,000	\$ 1,000
Between \$20,000 and \$74,999	\$ 2,000
Between \$75,000 and \$149,999	\$ 4,000
Between \$150,000 and \$299,999	\$ 6,000
Between \$300,000 and \$499,999	\$ 8,000
Equal to or more than \$500,000	\$10,000

Optional Funding System for a Regional Quality Assistance Plan

On September 1, 1983, the State Board of Education approved recommendations resulting from an extensive policy study on education for employment. As a result, State Board staff will be preparing a plan for the regional delivery of education for employment to encourage agencies to cooperatively plan, develop, implement and evaluate vocational education programs and services. The "Optional Funding System" for the QAP provides an incentive for this type of cooperative effort.

A regional plan is defined as two or more agencies, combining their financial resources, to provide program and personnel development activities to improve local vocational education programs and services. The coordination of a regional plan is usually the responsibility of the organizing agency. An organizing agency is required to obtain and submit as a part of the QAP, the signed form "Agreement to Participate in a Regional Quality Assistance Plan" from each of the participating agencies, see page 14.

The funding level for a regional plan may be determined by adding the amount of funds each agency is eligible for in Column B of the above chart. For example, if three agencies make the decision to participate in a regional QAP and they received: agency A = \$12,359, agency B = \$47,979 and agency C = \$104,829 in vocational reimbursement for FY'83, the QAP funding level will be \$1,000.00 + \$2,000.00 + \$4,000.00 for a total of \$7,000.00. The maximum funding level for a regional QAP shall not exceed \$15,000.00.

• Fiscal Year 1984:

Funding Levels for the Quality Assistance Plan Program

Column A		Column B
If your 1982 Vocational Education Reimbursement was:		Your QAP funding level is:
Less than \$20,000		\$ 1,000
Between \$20,000 and \$74,999		\$ 2,000
Between \$75,000 and \$149,999	THEN	\$ 4,000
Between \$150,000 and \$299,999		\$ 6,000
Between \$300,000 and \$499,999		\$ 8,000
Equal to or more than \$500,000		\$10,000

Optional Funding System for a Regional Quality Assistance Plan

A regional plan is defined as two or more agencies combining their financial resources to provide program and personnel development activities to improve local vocational education programs. The coordination of a regional plan is usually the responsibility of the organizing agency. An organizing agency is required to obtain and submit as a part of the QAP, the signed form "Agreement to Participate in a Regional Quality Assistance Plan" from each of the participating agencies, see page 14. In FY'84, there will be two funding options for regional QAPs. They are:

1. Agencies may combine their total FY'82 vocational education reimbursements to determine the QAP funding level. For example, if three agencies make the decision to participate in a regional QAP and they received: agency A = \$12,359, agency B = \$47,979 and agency C = \$104,829 in vocational reimbursement for FY'82,

the QAP funding level will be \$6,000 (\$12,359 + \$47,979 + \$104,829 = \$165,167). Column A, indicates that \$165,167 falls between \$150,000 and \$299,999. Therefore, the QAP funding level in Column B is \$6,000.

2. Agencies may total their individual QAP funding levels and commit 50% of the amount to a regional plan. For example, if the same three agencies use this method to determine the funding level for a regional QAP then agency A would qualify for a \$1,000 plan; agency B a \$2,000 plan and agency C a \$4,000 plan. Fifty percent of these three separate plan amounts will represent a \$3,500 funding level for the regional QAP. The other 50% of the funds would be available to these three agencies to submit individual QAPs for local improvement activities. In other words, agency A would have \$500, agency B \$1,000 and agency C \$2,000 for a local QAP.

Whichever of the two options are chosen, all agencies involved must agree to participate in the same funding option. For example, using the same three agencies, all three agencies must agree to use Option 1 or Option 2

• Fiscal Year 1983:

For each of the projects, agencies that received less than \$20,000 in vocational education reimbursement in the preceding year are eligible for up to \$500, those agencies that received between \$20,000 and \$75,000 are eligible for up to \$1,000 and those that received over \$75,000 are eligible for up to \$2,000.

Regional plans designed to facilitate joint efforts are encouraged. Maximum reimbursement for regional efforts has been set at \$5,000 (\$10,000 if both boxes are checked.)

• Fiscal Year 1982:

For each of the projects, agencies that received less than \$20,000 in vocational education reimbursement in the preceding fiscal year are eligible for up to \$500, those agencies that received between \$20,000 and \$75,000 are eligible for up to \$1,000, and those that received over \$75,000 are eligible for up to \$2,000.



**Quality Assistance
Plan For Vocational
Education**
1985-86

**Illinois
State Board of
Education**

Adult,
Vocational and
Technical Education

Exhibit L



Quality Assistance Plan for Vocational Education

What is the Quality Assistance Plan?

The Quality Assistance Plan (QAP) is a state funded program for:

- locally initiated,
- locally developed,
- locally implemented, and
- locally evaluated projects.

Its purpose is to build the capacity, in each educational setting, for the improvement of vocational education programs, such that each student will be assured of readiness for either immediate employment or continued education in preparation for later employment.

Who is Eligible for a Quality Assistance Plan?

Eligible applicants for a QAP include secondary schools, area vocational centers, community colleges and state agencies that have an approved Local Plan for Vocational Education.

What are Acceptable Activities for Quality Assistance Plan Funding?

The QAP emphasizes locally-initiated capacity-building activities. In order to increase the impact of the QAP, staff of local education agencies should:

- Identify long-term goals for QAP activities;
- Indicate which part of the long-term plan is being addressed by the activities of the QAP this year; and
- Base each year's QAP activities upon the experience gained through previous QAPs.

In planning for vocational education program improvement, local agencies should support curriculum renewal and staff development activities as an integral part of their education for employment

program. *The QAP should serve to complement cooperative efforts of a regional nature.* QAP funds may not be used to maintain an agency's vocational education program. Rather, applications may address activities for:

- 1) curriculum revitalization—such activities as are necessary to create, expand, or improve vocational education programs (including the application of basic, technical and attitudinal skills to new or existing programs).
- 2) staff development—such activities as are necessary to upgrade the instructional and or technical competencies of faculty, student services, or administrative staff (including participation in joint industry - education exchange programs, IVAsponsored seminars and university-based coursework).

What Procedures Should be Followed to Prepare a Quality Assistance Plan?

Applications should be typewritten on the enclosed forms, refer to Appendix A. Four copies of each application form are necessary for processing. *One of the four copies should have an original signature of the agency's chief administrator.* All four copies must be sent to:

Department of Adult, Vocational and Technical Education
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

In submitting a QAP application, it is understood that:

The State Board reserves the right to reject any application if it determines that the application does not meet the specifications of the Quality Assistance Plan or if funds for the project are limited for any reason.

What is the Due Date for Submitting a Quality Assistance Plan Application?

Applications for QAPs are due in the Department of Adult, Vocational and Technical Education by May 15, 1985 4:30 p.m. CDT. Any application received after this date and time will not be considered in the QAP review and funding process for FY 1986.

How will a Quality Assistance Plan be Reviewed?

Personnel of the Department of Adult, Vocational and Technical Education will review each QAP received to determine if the proposal provides evidence of:

- 1) a needs assessment among appropriate vocational staff members;
- 2) objectives that are part of a long-term QAP goal; and
- 3) an evaluation plan to determine if changes will occur as a result of the project.

Following this review, agencies may be asked to redirect or modify the scope of work involved in their QAP. In addition, each QAP will be examined for its relationship to regional planning efforts.

What is the Funding Source for the Quality Assistance Plan?

The State Board's Department of Adult, Vocational and Technical Education uses federal program improvement funds to support QAPs. Inasmuch as these monies are limited, the Department may be required to prorate the funding levels for QAPs in FY 1986 based on local interest and demand.

What are the Funding Levels for the Quality Assistance Plan Program?

The funding levels for this program are shown in the following chart:

Column A	Column B
If your FY 1984 Vocational Education Reimbursement was:	Your QAP funding level is:
Less than \$20,000	\$ 1,000
Between \$20,000 and \$74,999	\$ 3,000
Between \$75,000 and \$149,999	\$ 6,000
Between \$150,000 and \$299,999	\$12,000
Between \$300,000 and \$499,999	\$20,000
Equal to or more than \$500,000 ...	
	THEN
	Contact personnel of the Research and Development Section for funding level.

Optional Funding System for a Regional Quality Assistance Plan

In December, 1984, the State Board of Education approved recommendations resulting from an extensive policy study on education for employment. As a result, State Board staff are assisting local agencies as they implement an administrative plan for the regional delivery of education for employment. The QAP, operated on a regional basis, may prove to be an excellent starting point for agencies involved in regional efforts. The "Optional Funding System" for the QAP provides an incentive for this type of cooperative effort.

A regional QAP is defined as two or more agencies, combining their financial resources, to provide program and personnel development activities to improve local vocational education programs and services. The coordination of a regional QAP is usually the

responsibility of the organizing agency. *An organizing agency is required to obtain and submit as a part of the QAP the signed form "Agreement to Participate in a Regional Quality Assistance Plan" from each of the participating agencies. See page 14.*

The funding level for a regional plan may be determined by adding the amount of funds each agency is eligible for in Column B of the above chart. For example, if three agencies make the decision to participate in a regional QAP and they received: agency A = \$12,359, agency B = \$47,979 and agency C = \$104,829 in vocational reimbursement for FY '84, the QAP funding level will be \$1,000.00 + \$3,000.00 + \$6,000.00 for a total of \$10,000.00.

Unlike prior years and in order to encourage agencies to work together in support of area-wide efforts, there is *no maximum funding level for regional QAPs.*

What is the State Board Payment Process for a Quality Assistance Plan?

In the Spring of 1986, agencies will be sent a reporting form (which includes guidelines) to complete and submit to the Department of Adult, Vocational and Technical Education for reimbursement of QAP expenditures. Only actual, approved expenditures are reimbursed. Payment of the QAP expenditures will occur after the final reports are received and approved by Department personnel.

Organization of a Quality Assistance Plan

A QAP should be organized according to the sequence indicated in this publication. This sequence includes the following sections:

- I. Agency and Project Information
- II. Project Narrative Statement
- III. Project Planning
- IV. Project Budget

A discussion of these sections follows.

**INSTRUCTIONS
FOR COMPLETING
THE APPLICATION
FOR VOCATIONAL
EDUCATION
QUALITY ASSIS-
TANCE PLAN**

Submit four completed copies
of the application to:

Illinois State Board of Education
Department of Adult, Vocational
and Technical Education
100 North First Street, E-428
Springfield, Illinois 62777

**SECTION 1: AGENCY
AND PROJECT
INFORMATION**

The applicant should provide
the basic information requested
in this section.

1. Enter the amount of
vocational education reim-
bursement received in
FY '84.

2. Complete the information
requested.

3. A project may begin any
time during the year; how-
ever, it must be completed
by June 30 of the current
fiscal year. Enter the starting
and ending dates.

4. Original signatures are
required on one of the four
copies.

5. Illinois State Board of
Education use only.

INSTRUCTIONS FOR COMPLETING THE APPLICATION FOR VOCATIONAL EDUCATION QUALITY ASSIS- TANCE PLAN

SECTION II: PROJECT NARRATIVE STATEMENT

This statement should include:

- 1) Needs Assessment (which should include participation of all appropriate vocational education staff members);
- 2) Highest Priority Problem;
- 3) General Design of the Project; and
- 4) The Anticipated Effect or impact.

The following is an example of a project narrative statement.

Needs Assessment

In early March the Vocational Director sent a memo to all staff members reminding them of the need to complete their Professional Development Plans (which are the basis for identifying the primary needs for the QAP). The Plans were submitted to the Department Heads for consolidation and prioritizing by mid-March.

Highest Priority Problem

At a meeting of Department Heads held in late March, it was agreed that the majority of the staff members had indicated in their Professional Development Plans a need to articulate further their programs with similar programs in neighboring high schools and the Area Vocational Center. (Articulation was an area identified as needing improvement in a recent three-phase evaluation as well.) In addition, a smaller number of staff members indicated a need for additional knowledge regarding computer applications in their program area.

General Design of the Project

Our ultimate goal regarding articulation is to revise jointly the curriculum in each program area with three adjacent high schools and the Area Vocational Center in order to eliminate duplication. This year's QAP will build toward that end. The major articulation efforts will include: program area meetings, visitations between the various schools, and the planning of a common calendar. Also, computer literacy opportunities will be made available for those who indicated this need.

Anticipated Effect or Impact

Teachers will demonstrate an improved understanding of courses offered in their program areas in the other schools. By the end of the project, teachers will be willing to begin an examination of course content in preparation for curriculum revision.

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PROJECT NARRATIVE STATEMENT

Needs Assessment

(Who conducted it? How was it conducted? Which vocational education staff members participated? If not all vocational staff, why?)

Highest Priority Problem

(What is it? How was it identified? Are there other problems that are to be addressed?)

General Design of the Project

(What will the project accomplish? Where do accomplishments fulfill long-term QAP planning?)

Anticipated Effect or Impact

(What changes are expected, e.g., skills, attitudes, knowledge, behavior? Who is expected to demonstrate these changes, e.g., teachers, administrators, students?)

INSTRUCTIONS FOR COMPLETING THE APPLICATION FOR VOCATIONAL EDUCATION QUALITY ASSIS- TANCE PLAN

SECTION III: PROJECT PLANNING FORM

In this section, the applicant
should list:

- 1) Objectives
 - limit the number (1-4);
 - describe the change
desired;
 - specify the persons,
entities, or systems that
will change.
- 2) Activities
 - describe the strategies that
will bring about the
change (1 or more per
objective).
- 3) Evaluation
 - describe how the
change(s) described in
the objectives will be
documented or demon-
strated.

Following is an example of a
project planning form.

OBJECTIVES	ACTIVITIES	EVALUATION
1.0 Improve teacher understanding and knowledge of the course offerings in three neighboring high schools and the Area Vocational Center on the part of all teachers in our institutuion as a beginning of course articulation. 2.0 Increase articulation planning efforts among administrators of four vicinity high schools and the Area Vocational Center. 3.0 Increase teacher understanding of the integration of computer instruction into vocational programs.	1.1 Arrange and conduct subject area articulation meetings for teachers in the five institutions (5 meetings per subject area). 1.2 Arrange one exchange visitation to another school for each teacher. 1.3 Plan and conduct an articulation workshop that emphasizes course content analysis as a basis for curriculum revision. 2.1 Arrange and conduct three articulation planning meetings for the Vocational Directors of the five institutions. 2.2 Plan a common calendar for the next fiscal year for the five institu-tions. 3.1 Arrange visits to other schools where computer instruction is occurring. 3.2 Arrange attendance at a seminar on computer-integrated instruction.	1.0 The teachers will be surveyed at the end of the project to determine: a) If they have a better understand- ing of courses offered at the other institutions. b) If they will be willing to work toward course content analysis next year. 2.0 Minutes of this year's meetings will be compared with those of last year's meetings to determine if articulation planning has increased. 3.0 The teachers involved (7) stated on their Professional Development Plans that they had a general understanding of computers but did not know how to incorporate them into their own program areas. They will be interviewed at the completion of the project to determine if they are confident regarding their ability to integrate computers into their courses.

BEST COPY AVAILABLE

PROJECT PLANNING FORM

OBJECTIVES	ACTIVITIES	EVALUATION
(What specific changes are expected? Who will change, e.g., teachers, counselors, students, systems, procedures, programs, etc.?)	(What strategies will be used to bring about the change described in each objective?)	(How will the change expected in each <i>objective</i> be demonstrated or documented?)

INSTRUCTIONS FOR COMPLETING THE APPLICATION FOR VOCATIONAL EDUCATION QUALITY ASSIS- TANCE PLAN

SECTION IV: PROJECT BUDGET

In this section, the applicant should indicate the financial resources needed for the activity, keeping in mind the funding levels for the QAP indicated on page 2 of this booklet. A project budget should be developed according to the following categories.

A. Contractual Services

1. This section should show anticipated expenditures for services rendered through contractual agreements with an individual or agency (e.g., contracts for printing or registration fees for conferences) stipends to teachers for non-school time, etc.
2. Consultants may be eligible to receive fees not to exceed \$100 per day plus travel, lodging and per diem at prevailing State Board of Education rates. The fee is for specified services and should be regarded as a maximum, rather than as a flat rate.
3. Consultant travel and per diem must be shown in this section, not under Travel Section.

4. All items rented for use during the term of the project are considered contractual services.
5. Costs for substitutes for teachers participating in the project should be shown in this section as consultant fees.

B. Materials and Supplies

In this section, the applicant should list anticipated expenditures for materials and supplies required to conduct the project. Only those expenditures in excess of the regular agency or district operational costs and which are necessary to the project should be shown. Specific costs must be itemized.

Unless otherwise approved by the State Board, nonconsumable materials such as

resource materials, reference books, or reports remain the property of and must be delivered to the State Board at the end of the project funding period. A consumable material is a material item of an expendable nature that is consumed, worn out, or deteriorated in use, into a different or more complex unit or substance.

Examples of items that are *not* considered materials and sup-

plies and which are not allowable include:

1. Alterations or renovations of buildings
2. Construction of buildings or purchase of land or buildings
3. Dues to organizations, federations, or societies
4. Purchase of standard office furniture, desk sets, etc.
5. Entertainment
6. Establishment of contingency or "petty cash" funds
7. Vocational program equipment

C. Travel, Lodging and Per Diem

This section should include anticipated project staff travel.

1. Maximum allowable amount for travel is 25 percent of the project budget.
2. Consultant travel, lodging and per diem should be shown in the Contractual Services section rather than here.
3. Travel must be computed according to prevailing Illinois State Board of Education rates; it includes mileage, per diem, lodging, and estimated other expenses (i.e., tolls, parking). Effective July 1, 1984, the rates are:
 - a. Mileage - 19 cents per mile
 - b. Per diem - \$18 per day if day exceeds 18 hours or when a night's lodging is required. For days of less than 18 hours or when a night's lodging is not required, the maximum amounts per meal are: Breakfast - \$3.50; Lunch - \$-0-; Dinner - \$11.00
 - c. Lodging - (Excludes tips and room service) - with-

in State of Illinois, outside metropolitan area - \$30 per day plus tax; within metropolitan area (counties of Cook, Will, DuPage, Kane, McHenry, Lake) \$40 per day plus tax.

Note: Professional association travel expenses should be listed here.

Funds are limited to the reimbursement of either travel expenditures or substitute teacher expenditures (and not both areas) for staff participation in professional association meetings.

PROJECT BUDGET

Contractual Services:

Budget Request \$ _____

Materials and Supplies:

Budget Request \$ _____

Travel, lodging and per diem at prevailing Illinois State Board of Education rates not to exceed 25% of the total project budget.

Budget Request \$ _____

Total Project Budget \$ _____

Appendix B
Photocopy Masters
for Agreement to
Participate in a
Regional Quality
Assistance Plan

**REGIONAL
QUALITY
ASSISTANCE PLAN
PARTICIPATION
AGREEMENT FORM**

This "Agreement" is to be completed only by those local education agencies agreeing to participation in a *regional* QAP.

AGREEMENT TO PARTICIPATE IN A
REGIONAL QUALITY ASSISTANCE PLAN

(Official Name of the Local Educational Agency)

agrees to allow _____ to apply and manage a
(Name of Person, Title and Agency of QAP Applicant)

regional "Quality Assistance Plan for Vocational Education" in our name. We understand that our agency is not eligible for other Quality Assistance Plan funding in the 85-86 school year.

(Superintendent, President or Responsible Official)

**INSTRUCTIONS
FOR COMPLETING
THE FINAL REPORT
FOR THE
VOCATIONAL
EDUCATION
QUALITY
ASSISTANCE PLAN**

**FINAL REPORT COVER
FORM**

Provide the information
requested.

A final report is required for each project approved under the Quality Assistance Plan. This report should describe the extent to which each project objective is accomplished and provide summary data. Three forms are provided in Appendix C to assist with the development of the final report. These forms are the Cover Form, Project Summary Form, and Project Objective Assessment Form.

Additional information may be included in the report as an appendix. The State Board will use the information to share with other local education agencies. Examples of this information are:

- Materials developed for the project
- Personnel development meeting agendas and workshop materials
- Evaluation instruments and summaries
- Newspaper articles that relate to the project

Upon completion of the project, submit two copies of the final report to:

Illinois State Board of Education
Research and Development Section
100 North First Street
E-426
Springfield, IL 62777

No payment for QAP expenditures will occur until two copies of the final report are received and approved by department staff.

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FINAL REPORT

Project Title:

Agreement No.:

Name of Agency:

Agency Address:

Project Director:

Telephone Number: ()

Date:

**INSTRUCTIONS
FOR COMPLETING
THE FINAL REPORT
FOR THE
VOCATIONAL
EDUCATION
QUALITY
ASSISTANCE PLAN**

PROJECT SUMMARY FORM

→
Complete the information
requested.

PROJECT SUMMARY

What problem area(s) was (were) addressed in this project?

1. Updated the training of teachers ()
2. Planned for education for employment on the basis of a
comprehensive set of service providers. ()
3. Addressed labor market demands or changes in the
work force. ()
4. Attempted to:
 - a) reduce duplication of effort among service providers. ()
 - b) increase program accessibility to all youth and adults. ()
 - c) increase efficiency in the use of resources. ()
5. Strengthened the relationship between the school and the
business community. ()
6. Other(s) Please specify. _____

How many individuals (unduplicated count) participated directly in the project?

Teachers _____
Counselors _____
Administrators _____
Students _____
Other (Please specify) _____
Total _____

Were State Board materials used in the project?

_____ No

_____ Yes (please specify) _____

**INSTRUCTIONS
FOR COMPLETING
THE FINAL REPORT
FOR THE
VOCATIONAL
EDUCATION
QUALITY
ASSISTANCE
PROGRAM**

**PROJECT OBJECTIVE
ASSESSMENT FORM**

In this section the local education agency should list the objectives and activities as they appeared on the application. Following each activity indicate the degree to which it was completed. In the evaluation column indicate who changed, to what extent, and how this was determined. Following is an example of a Project Objective Assessment Form.

OBJECTIVES	ACTIVITIES	EVALUATION
1.0 Improve teacher understanding and knowledge of the course offerings in three neighboring high schools and the Area Vocational Center on the part of all teachers in our institution as a beginning for expanded course articulation. 2.0 Increase articulation planning efforts among administrators of four vicinity high schools and the Area Vocational Center. 3.0 Increase teacher understanding of the integration of computer instruction into vocational programs.	1.1 Arrange and conduct subject area articulation meetings for teachers in the five institutions (5 meetings per subject area). (Three meetings per area were held.) 1.2 Arrange one exchange visitation to another school for each teacher. (Each teacher visited another school.) 1.3 Plan and conduct an articulation workshop that emphasizes course content analysis as a basis for curriculum revision. (Completed with 35 staff members attending.) 2.1 Arrange and conduct three articulation planning meetings for the Vocational Directors of the 5 institutions. (3 meetings were held.) 2.2 Plan a common calendar for the next fiscal year for the 5 institutions. (Not completed.) 3.1 Arrange visits to other schools where computer instruction is occurring. 3.2 Arrange attendance at a seminar on computer-integrated instruction. (2 teachers attended a seminar.)	1.0 All teachers (36) who participated in meetings, visitations, and/or the workshop were surveyed. Results were: 94% indicated that they had a better understanding of courses offered in the other four institutions than they had when they completed their Professional Development Plans. 97% indicated that their attitude toward those institutions had improved in the course of the project. 75% indicated a willingness to work on course analysis next year. 2.0 Comparison of the meeting minutes with those of last year indicated that joint planning increased in the areas of equipment and staffing. Although we could not agree upon a common calendar, four quarterly dates were accepted. 3.0 The seven teachers who participated in these activities were interviewed. All said they now knew of ways to integrate computer usage into their courses, and five are in the process of doing so; one teacher is pursuing additional coursework in computer applications.

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PROJECT OBJECTIVE ASSESSMENT

OBJECTIVES	ACTIVITIES	EVALUATION
(Repeat from application)	(Repeat from the application and indicate the degree of completion.)	(Who or what changed? . . . what extent did the change occur? How was the change documented or demonstrated?)

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(Use additional sheets as needed.)

**How can we help you
with your Quality
Assistance Plan?**

QAP technical assistance is available to you from personnel in the State Board of Education/Department of Adult, Vocational and Technical Education.

- Evaluating and Reporting (FY 85 and FY 86 QAPs)
- Planning and Writing (FY 86 QAPs)

To seek help, consult the map on the opposite page, and call or write the persons listed for your region of Illinois.

**FY 1985
Quality Assistance Plan
Staff Assistance**

**Region 2:
Nancy Harris or
James Gillespie**

**Region 3:
James B. Haire or
Kathleen Nicholson-Tosh**

**Region 5:
Joseph P. Helbling or
Bernard Quigley**

Chicago;
Suburban
Cook, and
Lake Co.
**Peter F. Seidman,
Bonnie Maguire or
Ed Palmer**

**Region 1:
Peggy A. Pool or
Robert Wolanin**

**Region 4:
Charles R. Schickner**

**Region 6:
Lynn Troute or
Harold Finn**

State Agencies:
**Peter F. Seidman or
John Jordan**

Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Research and Development Section, E-426
or
Program Approval and Evaluation Section, E-428
100 North First Street
Springfield, Illinois 62777
Telephone: 217/782-4620 or
217/782-4876



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EXHIBIT M

MEMORANDUM ON PROCESSING THE QAP

April 24, 1985

To: RDS Staff

From: J. Washburn *YW*

Subject: QAP Process

Everything you ever wanted to know about the QAP process and who should be doing what is identified on the attached CHECKLIST FOR PROCESSING QAPS!

While it may look overwhelming and complex, hopefully, the attached checklist will help organize the processing of QAPs and divide the work so that it is shared. The process, however, is not etched in stone. If you have any problems with the process, or any questions, please let me know.

Thanks!

BEST COPY AVAILABLE

CHECKLIST FOR PROCESSING QAPS

- Marcia 1. Assign a contract number to the QAP and record the number on the QAP Log.
- Marcia 2. Look up the county to determine the Contract Administrator responsible for the QAP, the RVA who works in the region, and the Technical Assistance Team representative for the region. Write the three names in the upper right-hand corner of the QAP.
- *Kathy Hoxsey 3. Verify the Reimbursement amount on the QAP with the reimbursement amount on the Computer Printout which is located on Marcia's desk in the black binder.
- Kathy Hoxsey 4. If there is no reimbursement amount or if the reimbursement amount listed on the QAP is incorrect, write the correct reimbursement amount found on the Computer Printout.
NOTE: There are two computer printout lists in the black binder. The first list is organized alphabetically by school. The second list is organized alphabetically by the town or city in which the school is located; however, the town or city does not appear on the Computer Printout; only the school name. If you have problems finding a school, Betty Jurgins and Mary Ann Merano are good resources for help.
- *Kathy Hoxsey 5. When verifying the reimbursement amount of the QAP, indicate on the Computer Printout that the QAP has been processed by circling the reimbursement amount in red and placing your initials by the reimbursement amount. **NOTE: This is especially important for Regional QAPs. Make certain that all schools in a Regional QAP have been checked on the Computer Printout.**
- *Kathy Hoxsey 6. Check to see that all schools included in a Regional QAP have a transmittal form signed (original signature) and attached to the QAP.
- *Kathy Hoxsey 7. Check the budget figures.
- *Cathy Fernoff 8. Check starting and ending dates. They should be July 1, 1985 - June 30, 1986. **NOTE: QAPs may have a starting date after July 1 and may end before June 30; however, they cannot start before July 1, nor can they end after June 30.**
- Cathy 9. If everything listed above is accurate, make five

Fornoff copies of each QAP.

Cathy 10. Stamp each copy of the QAP with the sex
Fornoff equity stamp.

Contract 11. After the Contract Administrator has approved
Admin. the QAP, all five copies go to Marcia.
**NOTE: Review for Quality, Documentation of Needs
Assessment, Sex Equity, and the appropriateness
of the activities as they relate to the budget.
Contact Project Director if changes are needed.
Initial for Sex Equity Approval and write the
funding amount in the appropriate space on
the cover page. Also, if a Regional QAP requests
payment during the year, complete a Budget Summary
Payment schedule and include it with the QAPs. If
only one payment is to be made at the end of the
year, it is not necessary to complete a Budget
Summary Payment Schedule.**

Marcia 12. Prepare approval letters and type the Budget
Summary Payment Schedule, if necessary. Give
approval letters and copies of the QAPs to John,
then Jim Galloway for their signatures.

Cathy 13. Once the approval letter has been signed by Jim
Fornoff Galloway copies should be distributed as follows:
 1 copy: George Salmon
 1 copy: Research and Development File
 1 copy: Appropriate Regional Vocational
 Administrator
 1 copy: Mailed to funded agency
 1 copy: Appropriate Technical Assistant Team
 Representative (Consultant Services
 Section)

Cathy 14. Prepare two file folders for the QAPs:
Fornoff 1 file folder for RDS (Use colored index
 tabs)
 1 file folder for George Salmon

***If anything is wrong or questionable with these items,
please see the appropriate Contract Administrator.**

EXHIBIT N

ILLINOIS VOCATIONAL EDUCATORS WORKSHOP:
AGENDA AND MATERIALS

OVERHEAD VISUALS

ASSOCIATED WITH

ILLINOIS VOCATIONAL EDUCATORS WORKSHOP

ON THE QUALITY ASSISTANCE PLAN (QAP)

SPRING, 1985

A THIRD-PARTY EVALUATION
TO ASSESS THE IMPACT
OF THE QUALITY ASSISTANCE PLAN: CONTINUATION
FUNDING AGREEMENT NUMBER: R-31-25-X-0334/0341-496
DEPARTMENT OF ADULT, VOCATIONAL AND TECHNICAL EDUCATION
ILLINOIS STATE BOARD OF EDUCATION
SPRINGFIELD, ILLINOIS

Illinois Vocational Educators Workshop
on the Quality Assistance Plan (QAP)

Spring, 1985

- AGENDA/CONTENTS -

<u>Topic: (Time in Minutes)</u>	<u>Overhead Visual:</u> <u>Page</u>
. Introductions (5)	
. Developments in QAP Application/Reporting (15)	
. QAP Impact Summary (5)	iii - iv
. Overview of the QAP Process and Workshop Materials (5)	1
. Needs Assessment (30) - Presentation - Development - Sharing	2 - 5
. Coffee Break (15)	
. Objectives (30) - Presentation - Development - Sharing	6 - 7
. Evaluation (30) - Presentation - Development - Sharing	8 - 12
. Summary and Conclusions (15)	

* * *

Your participation is appreciated.

Fred and Eileen McCormick
Educational Operations Concepts, Inc.
1773 Skillman West
Saint Paul, Minnesota 55113
(612) 633-1103

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Fall, 1984

The Quality Assistance Plan For Vocational Education in Illinois — The First Four Years

What is the Quality Assistance Plan?

The Quality Assistance Plan (QAP) is a state-funded program for locally initiated, developed, implemented and evaluated projects that was begun in Fiscal Year 1982. Its purpose is to build the capacity, in each educational setting, for the improvement of vocational education programs. That improvement should be such that each student will be assured of readiness for either immediate employment or continued education in preparation for later employment.

In its four years of existence, the QAP has provided mini-grants to some 769 projects or an average of 192 projects per year. Grant sizes have ranged from \$850 to \$10,000, depending upon the vocational reimbursement amount of the applicant institution. Applicants have included secondary schools, secondary area vocational centers, community colleges, and state agencies.

What has the Quality Assistance Plan accomplished?

In 1984 the State Board of Education, Department of Adult, Vocational and Technical Education (DAVTE) contracted with an outside evaluator (Educational Operations Concepts, Inc. of Saint Paul, Minnesota) to

assess the QAP's impact or effect. The assessment involved an in-depth study of the QAP projects funded in Fiscal Years 1982 and 1983. It included review of the applications and reports, a survey of participants and non-participants, on-site visitations and follow-up interviews of those projects.

The study found that the QAP had effects regarding both personnel and program development. Not surprisingly, of all possible QAP activities, attending workshops, visiting business and industry, and visiting exemplary programs had the greatest effect on teachers, while developing or updating curriculum had the greatest effect on students. Also, more impact or effect resulted from QAP activities in those projects that participated in the QAP both years as compared to those that participated only one year.

Participants in QAP activities were enthusiastic about the opportunities that were provided and shared many examples of the tangible effects they had experienced. Some examples were: a school newsletter that was developed "from scratch"; a staff that is now trained in the use of a self-evaluation instrument; two levels of typing instruction that have been revised based upon a new typing system; a completed student advisement handbook; a rearranged media center in keeping with competency-based instruction; newly developed competency-based education (CBE) materials for special needs students; teachers who have been inserviced in the use of computers; and courses that have been revised to incorporate computer-assisted instruction.

The Quality Assistance Plan (QAP) is a state-funded program for locally initiated, developed, implemented and evaluated projects. Its purpose is to build the capacity for the improvement of vocational education programs.

Attending workshops, visiting business and industry, and visiting exemplary programs had the greatest effect on teachers, while developing or updating curriculum had the greatest effect on students.

How can the Impact of the Quality Assistance Plan be increased?

Overall the study found many positive changes resulting from QAP funding. According to those who had participated in QAP projects the benefits often greatly exceeded the dollars involved. However, the study also identified four problem areas that related to local education agencies:

- Some local plan writers are not aware of the existence of the QAP;
- Within local education agencies, many teachers have little or no knowledge regarding the QAP;
- Innovative QAP processes and products often are not shared with other education agencies; and
- QAP projects often lack sound self-evaluation activities.

In order to correct these problems the following recommendations were made:

1. Increase teacher awareness of the QAP and its potential for program and personnel development, while maintaining teacher-centered QAP activities;
2. Involve teachers and other education agency staff in QAP needs assessment, planning, operation, and evaluation. Needs assessment might be accomplished by means of annual individual staff development plans;
3. Develop procedures such that the highest priority need can be identified for QAP funding;
4. Share, when possible, QAP project activities with non-vocational education programs and teachers;

5. Share QAP products and processes in local, regional, and state-wide meetings, conferences, and publications;

6. Identify and recognize exemplary QAP projects;

7. Design and direct evaluations of QAP activities which are meaningful at the local level; and

8. Evaluate QAP activities for both efficiency and effectiveness. (Were they completed and were they worthwhile?)

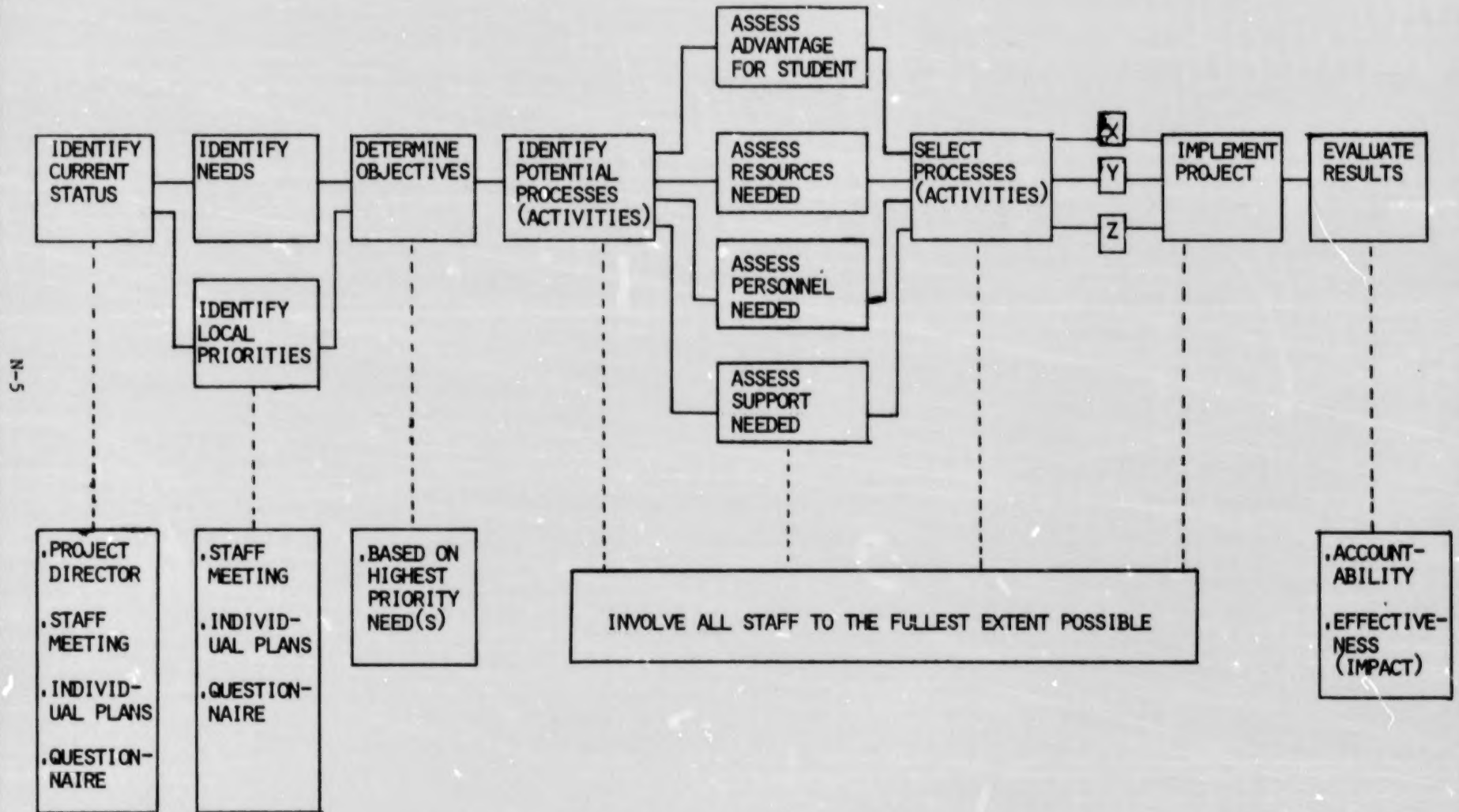
In addition to these recommendations made for local educators, nineteen recommendations were made regarding state-level responsibilities toward the QAP. Briefly, the evaluators recommended that the Quality Assistance Plan be continued along with its current philosophy of recognizing local needs; that a computerized QAP management information system be developed as well as a directory of QAP projects; that every effort be made to make Illinois educators, and particularly teachers, aware of the QAP; and that assistance be provided to applicants in all areas of application and reporting, especially in the area of evaluation planning.

Finally, some suggestions will be included in the Fiscal Year 1986 QAP application and reporting package. They include ways in which help may be sought in completing current year QAP reports as well as in making plans for next year's QAP. These suggestions are based upon information gained in the impact assessment and can lead to increased impact for the Quality Assistance Plan in the future.

More impact resulted from QAP activities in those projects that participated in the QAP both years.

Overall the study found many positive changes resulting from QAP funding.

OVERVIEW OF THE QAP PROCESS



QAP NEEDS ASSESSMENT

* WHAT IS A NEEDS ASSESSMENT?

- . THE SYSTEMATIC COLLECTION AND REPORTING OF DATA FROM WHICH IT IS POSSIBLE TO CONCLUDE IF SOME CONDITION IS NOT WHAT IT OUGHT TO BE.
- . THE OBJECTIVE VERIFICATION OF AN IDENTIFIED PROBLEM.
- . THE SYSTEMATIC ESTABLISHMENT OF PRIORITIES AFFECTING PERSONNEL DEVELOPMENT AND PROGRAM IMPROVEMENT WITHIN THE EDUCATIONAL INSTITUTION.

* WHY CONDUCT A NEEDS ASSESSMENT?

- . LEADS TO GREATER STAFF INTEREST, INVOLVEMENT, AND PERSONAL GROWTH, PARTICULARLY IF IT IS PART OF A TOTAL PROBLEM-SOLVING PROCESS (PROBLEM IDENTIFICATION AND EXAMINATION, SELECTION, IMPLEMENTATION, AND EVALUATION OF THE SOLUTION).
- . MAKES THE INSTITUTION AWARE OF NEEDS.
- . MEASURES THE PRESENT SITUATION (THE "IS NOW").
- . HELPS GAUGE THE DESIRED FUTURE (THE "SHOULD BE").
- . AIDS IN ESTABLISHING PRIORITIES AND THEREBY GUIDES THE PLANNING PROCESS.
- . PROVIDES VISIBLE, MEASURABLE NEEDS.
- . HELPS MEET APPLICATION REQUIREMENTS.

* WHO SHOULD BE INVOLVED IN THE NEEDS ASSESSMENT?

- . CONDUCTED BY THE QAP PROJECT DIRECTOR.
- . INVOLVES ALL STAFF (TEACHERS, COUNSELORS AND ADMINISTRATORS).

* HOW SHOULD A NEEDS ASSESSMENT BE CONDUCTED?

(NOTE: APPROACHES MAY VARY DEPENDING UPON INSTITUTION SIZE, ORGANIZATIONAL STRUCTURES, ETC. THE RECOMMENDATIONS OF THE MOST RECENT ON-SITE EVALUATION MAY PROVIDE PREVIOUSLY IDENTIFIED NEEDS.)

- . A STAFF MEETING THAT UTILIZES A SYSTEMATIC PROBLEM IDENTIFICATION AND PRIORITIZATION METHOD SUCH AS THE NOMINAL GROUP PROCESS.
- . PROFESSIONAL DEVELOPMENT OR PROFESSIONAL GROWTH PLANS SUBMITTED BY EACH STAFF MEMBER. (SEE EXAMPLE.)
- . NEEDS ASSESSMENT SURVEY OR QUESTIONNAIRE. (SEE EXAMPLE.)
- . A REPRESENTATIVE ADVISORY COMMITTEE (E.G., DEPARTMENT CHAIRPERSONS OR REPRESENTATIVES FROM EACH OCCUPATIONAL AREA, PLUS ADMINISTRATIVE, COUNSELING, AND ANCILLARY STAFF REPRESENTATIVES).

EXAMPLE

PROFESSIONAL DEVELOPMENT PLAN

Name

Professional Goals	Action Steps/Activities	Budget (Time, travel, materials, etc.)	Timeline
To increase my awareness of current vocational information	Attend the IVA	Travel (120 miles)	August 16-17
To begin use of competency- based materials for special needs students	Attend training workshop. Implement use with a pilot group of 5 students.	Substitute (1 day) None	December 15 January - June

EXAMPLENeeds Assessment Questionnaire
Quality Assistance Plan (QAP)

The purpose of this questionnaire is to solicit your opinions concerning issues or problems relating to personnel development and program improvement that could be addressed in next year's Quality Assistance Plan.

Please read each statement and indicate your opinion as follows:

2 = An issue of high priority for next year's QAP.

1 = An issue of lower priority for a future QAP.

0 = An issue that does not need to be addressed in our institution.

- _____ 1. Update the training of the teaching staff.
- _____ 2. Plan education for employment on the basis of a regional delivery system.
- _____ 3. Address labor market demands or changes.
- _____ 4. Reduce duplication of effort among service providers.
- _____ 5. Increase program accessibility to all youth and adults.
- _____ 6. Increase efficiency in the use of resources.
- _____ 7. Strengthen the relationship between the school and the business community.
- _____ 8. Other (please specify). _____

- _____ 9. Other (please specify). _____

DEVELOPMENT OF QAP OBJECTIVES

* PROBLEM (WHAT NEEDS TO BE DONE):

* OBJECTIVES (WHAT WILL BE DONE):

- 1.) RELATES TO THE PROBLEM(S) IDENTIFIED IN THE NEEDS ASSESSMENT;
- 2.) DESCRIBES THE SPECIFIC CHANGE THAT IS EXPECTED ("INCREASE INTERACTION", "IMPROVE PERFORMANCE", "ESTABLISH ROUTINE USE"). WHILE IT MAY BE DESIRABLE, IT IS NOT ALWAYS POSSIBLE TO DETERMINE IN ADVANCE THE RATE OR AMOUNT OF CHANGE.
- 3.) SPECIFIES THE PERSONS, ENTITIES OR SYSTEMS THAT WILL CHANGE ("LEARNING DISABLED STUDENTS", "ALL TEACHERS", "METHOD OF SERVICE DELIVERY").

* EXAMPLE A:

PROBLEM: NEED TO REDUCE DUPLICATION OF EFFORT AMONG THREE AREA SCHOOLS.

OBJECTIVES:

1. IMPROVE THE UNDERSTANDING OF THE COURSE OFFERINGS IN TWO NEIGHBORING HIGH SCHOOLS ON THE PART OF ALL TEACHERS IN OUR INSTITUTION AS A BEGINNING TO COURSE ARTICULATION.
2. INCREASE ARTICULATION PLANNING EFFORTS AMONG ADMINISTRATORS OF THREE VICINITY HIGH SCHOOLS.

• EXAMPLE B:

PROBLEM: A RECENT FOLLOW-UP SURVEY INDICATED THAT 26% OF THOSE SURVEYED WERE DISSATISFIED WITH THE CAREER PLANNING SERVICES THAT WERE PROVIDED TO THEM.

OBJECTIVES:

1. IMPROVE STUDENT CAREER PLANNING BY UPDATING THE TRAINING OF THE CAREER GUIDANCE COUNSELORS.
2. IMPROVE STUDENT CAREER PLANNING THROUGH ADDITIONAL INVOLVEMENT OF ADVISORY COUNCIL MEMBERS, STUDENTS, AND PARENTS.

• EXAMPLE C:

PROBLEM: TEACHERS INDICATE A NEED FOR PROFESSIONAL UPDATING.

OBJECTIVES:

1. INCREASE THE UNDERSTANDING OF CHANGES IN THE OCCUPATIONAL AREA ON THE PART OF ALL VOCATIONAL TEACHERS.
2. INCREASE TEACHER UNDERSTANDING OF THE INTEGRATION OF COMPUTER INSTRUCTION INTO VARIOUS VOCATIONAL PROGRAMS.

QAP EVALUATION

* WHAT IS EVALUATION?

- . THE PROCESS FOR POSING VALUE QUESTIONS AND COLLECTING INFORMATION OF IMPORTANCE TO DECISION-MAKERS RESPONSIBLE FOR THE PROJECT.
- . IT DETAILS THE MEANS BY WHICH THE LOCAL AGENCY AND THE FUNDING SOURCE WILL KNOW THAT THE PROJECT ACCOMPLISHED ITS OBJECTIVES.
- . MEASURES "WHAT HAPPENED".

* WHY CONDUCT THE EVALUATION?

- . ACCOUNTABILITY: INDICATES THE DEGREE TO WHICH PROPOSED ACTIVITIES WERE COMPLETED; THIS FULFILLS RESPONSIBILITIES FOR BOTH THE LOCAL AND THE STATE AGENCY.
- . EFFECTIVENESS: INDICATES WHO OR WHAT CHANGED AND THE DEGREE OF THAT CHANGE; THIS SUGGESTS TO THE LOCAL DECISION-MAKERS WHICH ACTIVITIES WERE BENEFICIAL AND WHICH WERE NOT.

* WHO SHOULD BE INVOLVED IN THE EVALUATION?

- . MAJOR RESPONSIBILITY OF THE PROJECT DIRECTOR
- . SHOULD INVOLVE ALL PARTICIPANTS IN QAP ACTIVITIES.

* HOW SHOULD THE EVALUATION BE CONDUCTED?

- . PLAN THE TYPE OF INFORMATION OR DATA NEEDED.
 - 1) MAY ALREADY EXIST OR MAY HAVE TO BE COLLECTED.
 - 2) SHOULD RELATE DIRECTLY TO EACH OBJECTIVE.
- . SELECT OR DEVELOP INSTRUMENTS AND PROCEDURES FOR DATA COLLECTION. EXAMPLES: QUESTIONNAIRES/OPINIONNAIRES, PROFESSIONAL DEVELOPMENT PLANS, PERSONAL INTERVIEWS, RECORDS, MINUTES OF MEETINGS, ETC.
- . ANALYZE THE DATA TO DETERMINE IF THE PROPOSED ACTIVITIES WERE COMPLETED AND THE DESIRED CHANGES OCCURRED.
- . PRESENT THE EVIDENCE IN THE FINAL REPORT.

EXAMPLE: FINAL REPORT

OBJECTIVES	ACTIVITIES	EVALUATION
1.0 IMPROVE TEACHER UNDERSTANDING AND KNOWLEDGE OF THE COURSE OFFERINGS IN THREE NEIGHBORING HIGH SCHOOLS AND THE AREA VOCATIONAL CENTER ON THE PART OF ALL TEACHERS IN OUR INSTITUTION AS A BEGINNING OF COURSE ARTICULATION.	1.1 ARRANGE AND CONDUCT SUBJECT AREA ARTICULATION MEETINGS FOR TEACHERS IN THE FIVE INSTITUTIONS (5 MEETINGS PER SUBJECT AREA). (THREE MEETINGS WERE HELD.) 1.2 ARRANGE ONE EXCHANGE VISITATION TO ANOTHER SCHOOL FOR EACH TEACHER. (EACH TEACHER VISITED ANOTHER SCHOOL.) 1.3 PLAN AND CONDUCT AN ARTICULATION WORKSHOP THAT EMPHASIZES COURSE CONTENT ANALYSIS AS A BASIS FOR CURRICULUM REVISION. (COMPLETED WITH 35 STAFF MEMBERS ATTENDING.)	1.0 ALL TEACHERS (36) WHO PARTICIPATED IN MEETINGS, VISITATIONS, AND/OR THE WORKSHOP WERE SURVEYED. RESULTS WERE: 94% INDICATED THAT THEY HAD A BETTER UNDERSTANDING OF COURSES OFFERED IN THE OTHER 4 INSTITUTIONS THAN THEY HAD WHEN THEY COMPLETED THEIR PROFESSIONAL DEVELOPMENT PLANS. 97% INDICATED THAT THEIR ATTITUDE TOWARD THOSE INSTITUTIONS HAD IMPROVED IN THE COURSE OF THE PROJECT. 75% INDICATED A WILLINGNESS TO WORK ON COURSE ANALYSIS NEXT YEAR.

Example

QAP Evaluation Questionnaire

The purpose of this questionnaire is to determine if the QAP activities provided this year have been beneficial to you. This helps us in planning future activities. Please complete the following as directed.

Subject Area: _____

- I. Please indicate with an (X) whether or not you participated in the following QAP activities:

	Yes	No	Don't Know
. Subject area articulation meeting	_____	_____	_____
. Exchange visitation to another school	_____	_____	_____
. Articulation workshop	_____	_____	_____

- II. Please mark each of the following statements by circling the symbol on the left which best describes your opinion. (Use your level of understanding/ attitude at the time you completed your Professional Development Plan last March as the basis for comparison.) The symbols and their meanings are:

SA = Strongly Agree

A = Agree

SD = Strongly Disagree

D = Disagree

- | | | | | | |
|----|---|---|----|----|---|
| SA | A | D | SD | 1. | I have a better understanding of the course offerings at our three neighboring high schools. |
| SA | A | D | SD | 2. | I have a better understanding of the course offerings at the AVC. |
| SA | A | D | SD | 3. | I think there is a closer working relationship between my school and the neighboring high schools. |
| SA | A | D | SD | 4. | I think there is a closer working relationship between my school and the AVC. |
| SA | A | D | SD | 5. | I was willing to work on course content analysis leading to articulation when I completed my Professional Development Plan. |
| SA | A | D | SD | 6. | I am <u>now</u> willing to work on course content analysis leading to articulation. |

EXAMPLE

PROGRESS ON PROFESSIONAL GROWTH

The primary purpose of this form is to help you in analyzing your own progress toward achieving your goals for professional growth which you determined earlier in the year. The information you include here will be kept confidential.

The results of this progress assessment will be tallied and reported to you so that you may compare your progress with other staff members who may have had similar goals.

Please complete and circle your response to the following items:

My first goal is: _____. (Cite the general theme of your goal such as metrics, measurable objectives, staff communications, etc.)

1. I feel I attained this goal to the following degree: (Not attained) 1 2 3 4 5 6 7 (Fully attained)
2. I feel this goal was: (Unrealistic) 1 2 3 4 5 6 7 (Realistic)
3. I feel the school assisted me on this goal to the following degree: (___ I didn't need or request any assistance.)
(No assistance given) 1 2 3 4 5 6 7 (Satisfactory assistance)
4. I plan to continue work on this goal in the future: Yes No

My second goal is: _____.

5. I feel I attained this goal to the following degree: (Not attained) 1 2 3 4 5 6 7 (Fully attained)
6. I feel this goal was: (Unrealistic) 1 2 3 4 5 6 7 (Realistic)
7. I feel the school assisted me on this goal to the following degree: (___ I didn't need or request any assistance.)
(No assistance given) 1 2 3 4 5 6 7 (Satisfactory assistance)
8. I plan to continue work on this goal in the future: Yes No

* EXAMPLE B

PROBLEM: A RECENT FOLLOW-UP SURVEY INDICATED THAT 26% OF THOSE SURVEYED WERE DISSATISFIED WITH THE CAREER PLANNING SERVICES THAT WERE PROVIDED TO THEM.

OBJECTIVES:

1. IMPROVE STUDENT CAREER PLANNING BY UPDATING THE TRAINING OF THE CAREER GUIDANCE COUNSELORS.
2. IMPROVE STUDENT CAREER PLANNING THROUGH ADDITIONAL INVOLVEMENT OF ADVISORY COUNCIL MEMBERS, STUDENTS, AND PARENTS.

(BETTER) PROBLEM: COUNSELORS ARE NO LONGER UP-TO-DATE IN THEIR KNOWLEDGE OF CAREER POSSIBILITIES.

(BETTER OBJECTIVES):

1. UPDATE CAREER GUIDANCE COUNSELORS REGARDING CAREER POSSIBILITIES.
2. INCREASE THE INVOLVEMENT OF ADVISORY COUNCIL MEMBERS, STUDENTS AND PARENTS IN STUDENT CAREER PLANNING.

* EXAMPLE C:

PROBLEM: TEACHERS INDICATE A NEED FOR PROFESSIONAL UPDATING.

(BETTER PROBLEM): AGING FACULTY LACK COMPETENCIES REGARDING CHANGES IN OCCUPATIONAL AREAS AND INSTRUCTIONAL METHODS

OBJECTIVES:

1. INCREASE THE UNDERSTANDING OF CHANGES IN THE OCCUPATIONAL AREA ON THE PART OF ALL VOCATIONAL TEACHERS.
2. INCREASE TEACHER UNDERSTANDING OF THE INTEGRATION OF COMPUTER INSTRUCTION INTO VARIOUS VOCATIONAL PROGRAMS.

PROBLEM:

OBJECTIVES

ACTIVITIES

EVALUATION

145

146

DEVELOPMENT OF QAP OBJECTIVES

* PROBLEM (WHAT NEEDS TO BE DONE):

* OBJECTIVES (WHAT WILL BE DONE):

- 1.) RELATES TO THE PROBLEM(S) IDENTIFIED IN THE NEEDS ASSESSMENT;
- 2.) DESCRIBES THE SPECIFIC CHANGE THAT IS EXPECTED ("INCREASE INTERACTION", "IMPROVE PERFORMANCE", "ESTABLISH ROUTINE USE"). WHILE IT MAY BE DESIRABLE, IT IS NOT ALWAYS POSSIBLE TO DETERMINE IN ADVANCE THE RATE OR AMOUNT OF CHANGE.
- 3.) SPECIFIES THE PERSONS, ENTITIES OR SYSTEMS THAT WILL CHANGE ("LEARNING DISABLED STUDENTS", "ALL TEACHERS", "METHOD OF SERVICE DELIVERY").

* EXAMPLE A:

PROBLEM: NEED TO REDUCE DUPLICATION OF EFFORT AMONG THREE AREA SCHOOLS.

(BETTER) PROBLEM: EXCESSIVE DUPLICATION OF EFFORT EXISTS AMONG THREE AREA SCHOOLS.

OBJECTIVES:

1. IMPROVE THE UNDERSTANDING OF THE COURSE OFFERINGS IN TWO NEIGHBORING HIGH SCHOOLS ON THE PART OF ALL TEACHERS IN OUR INSTITUTION AS A BEGINNING TO COURSE ARTICULATION.
2. INCREASE ARTICULATION PLANNING EFFORTS AMONG ADMINISTRATORS OF THREE VICINITY HIGH SCHOOLS.

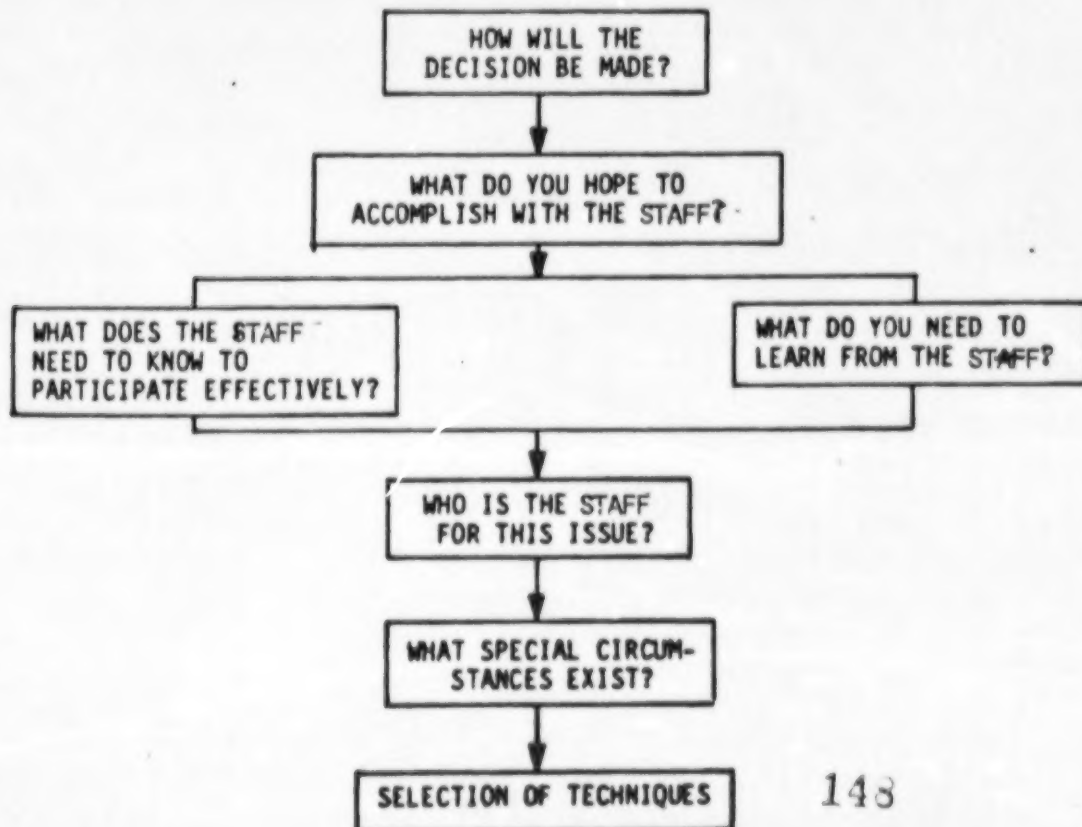
THREE STAFF INVOLVEMENT TECHNIQUES
FOR NEEDS ASSESSMENT/DEVELOPMENT
OF OBJECTIVES IN THE QAP PROCESS

Provided by Educational Operations Concepts, Inc.

The following discussion has been prepared to assist Illinois Vocational Plan writers in their involving staff members for needs assessment/development of objectives in the Quality Assistance Plan Process. Some of the concepts discussed were derived from a Public Involvement Manual, published by the United States Department of the Interior, January, 1980.

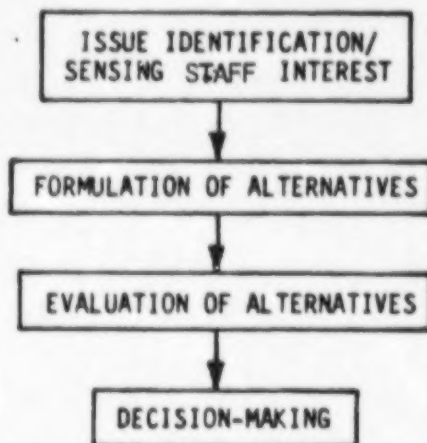
* * *

Staff involvement techniques should not be selected on a whim, but as the result of a careful analysis of exactly what it is you wish to accomplish, with whom, when, and only then, how. In the simplest terms, this analysis must answer the questions shown in the diagram below:



To ensure that staff involvement is integrated into the decision-making process it is necessary to identify the discrete steps or signposts along the way in decision-making. The reason you are doing this is so you will be able to answer the question: "By what point in the decision-making will I require which information?" Without a defined decision-making process you will just get a hodge-podge of information, some of it too early, some of it too late, which will lead to ineffective decision-making.

In some functional areas, such as planning, the decision-making process has been very carefully defined. In others it is much more informal. For those areas in which there is no defined decision-making process, the following basic stages are indicated:



The design of and techniques for a group meeting to obtain input and/or to develop consensus may take many forms, depending in large part on the size of the group and the purpose of the activity. The obvious question is: "Why the need for special techniques, can't a group of people just sit around and talk?" Of course they can, particularly if they are friends who share a somewhat similar perspective on an issue. But if the participants are strangers, or if they take opposing sides on an issue, then more may be accomplished if some simple techniques are employed.

Some people are very slow to participate with strangers or with people they believe will be very critical of their comments. In addition, this climate of discomfort runs counter to the climate of psychological security that is necessary for creativity. Creativity, by its very nature, means trying out new ideas. This is possible for many people only in a group where "permission" is granted to consider new and different ideas. Most people must be comfortable before they will really open up in a group. Since this is difficult to achieve in a group of strangers, or a group with strongly opposing viewpoints, group techniques are designed to create the "permission" for people to participate openly and share their creative ideas. These techniques can reduce the period of discomfort and move the group quickly into productive work. In fact, work teams and groups of friends which are supposedly comfortable in working together will often find their effectiveness increased by utilizing these techniques.

The three techniques which are described in order--Nominal Group Process, Brainstorming and the Samoan Circle--solve the problem of creating a climate of psychological safety but in different ways.

. NOMINAL GROUP PROCESS

The Nominal Group Process was designed based on research which suggests that individuals generate more creative ideas and information when they work in the presence of each other but do not interact. According to this research, when people interact in groups they are more likely to react to each other's ideas rather than come up with new ideas or consider new dimensions of the problem.

The procedure for Nominal Group Process is as follows:

1. OPENING PRESENTATION:

After an initial presentation explaining the Nominal Group Process the audience is broken into small groups of six to nine participants.

2. STAFF AND ADVANCE PREPARATION:

Each group is assigned a Discussion Leader and Recorder. Prior to the meeting these staff persons will put up four sheets of newsprint, and also have felt-tipped pens, scratch paper, pencils and 3 x 5 cards ready to go.

3. INTRODUCTIONS:

The Discussion Leader will introduce himself/herself and invite everyone in the group to do the same.

4. POSING THE QUESTION:

The Discussion Leader will then present the group with a pre-developed question such as: "What changes, if any, are needed in this rule?" The Discussion Leader will write the question at the top of one of the flip chart sheets.

5. GENERATING IDEAS:

Participants are provided with paper or file cards and asked to write on the paper all the answers they can think of to the questions posted. Their notes will not be collected, but be for their own use.

Time: 5-10 minutes.

6. RECORDING IDEAS:

Each person, in turn, is then asked for one idea to be recorded on the newsprint. The idea will be summarized by the Recorder on the newsprint as accurately as possible. No discussion is permitted. Participants are not limited to the ideas they have written down, but can share new ideas that have been triggered by others' ideas. Anyone can say "PASS" without giving up a turn on the next round. The process continues until everyone is "passing." Alphabetize the ideas on the list: A-Z, AA-ZZ, etc.

7. DISCUSSION:

Time is then allowed for discussion of each item, beginning at the top of the list. The discussion should be aimed towards understanding each idea, its importance, or its weaknesses. While people can criticize an idea, it is preferable that they simply make their points and not get into an extended argument. Move rapidly through the list as there is always a tendency to take too long on the first half of the list and then not be able to do justice to the second half.

Time: 40-60 minutes.

8. SELECTING FAVORED IDEAS:

Each person then picks the ideas that he/she thinks are the most important or best. Instructions should be given to pick a specific number, such as the best five, or the best eight. These ideas should be written on a slip of paper or 3 x 5 card, one idea per card. They may just want to record the letter of the item on the list (A, F, BB, etc.) or a brief summary, so that

they don't have to write out the entire idea.
Time: 5 minutes.

9. RANKING FAVORED IDEAS:

Participants then arrange their cards in preferential order, with the ones they like the most at the top. If they have been asked to select eight ideas, then have them put an "8" on the most favored and number on down to a "1" on the least favored (the number will change with the number of ideas selected). A score sheet should then be posted which contains all the alphabet letters used in the listing. Then the participants read their ratings ("...R-6, P-2, BB-8...") which are then recorded on the score sheet. When all the scores have been shared, then tally the score for each letter of the alphabet. The highest scoring item can be shown as #1, etc. Post the rankings for the top 5-7 items, depending on where a natural break occurs between high scores and low scores.
Time: 5 minutes.

10. DISCUSSION OF RESULTS:

The participants may then want to discuss the results. Someone may point out that two very similar items "split the vote" and were they to be combined they would constitute a single priority item. If the group as a whole wants to combine them this is acceptable. It should be pointed out, though, that an analysis will be made of all the results, not just the priority items.
Time: 5 minutes.

TOTAL PROCESS TIME: 1-1/2 - 2 hours, plus time for opening presentation.

USES OF NOMINAL GROUP PROCESS

If the full Nominal Group Process is utilized as indicated above, the cumulative time of opening presentation, Nominal Group Process, and reports back to the total group (assuming a larger audience has been broken into small groups) would probably mean a total time of 2-1/2 - 3 hours. It is possible, however, to utilize portions of the process. For example:

- . Everyone in an audience can be asked to generate ideas on 3 x 5 cards. The ideas can then be given an initial ranking by the number of times an idea occurs (although this may not be a measure that an idea is good, but simply that a number of people are aware of it).
- . After a series of alternatives has been presented (along with some time for discussion) the participants can rank the alternatives on 3 x 5 cards and a tally developed for the group. This runs the danger of appearing to be a vote which may be misleading unless the audience is very representative; but the same danger is inherent any time a ranking process is used.

Nominal Group Process can be utilized for problem identification, for generating solution elements, and also for identifying impacts of alternatives. It must be understood--and this should be stressed to participants--that all the ideas generated require subsequent detailed staff analysis. It is also important that this analysis be communicated to participants as soon as it is available, with opportunities provided for them to respond to the analysis.

One danger of Nominal Group Process--or any involved small group technique--is that the public may feel "processed" rather than included. If, for example, there was a great deal of animosity towards the issue(s), then it might be wise to allow this feeling to be "ventilated" to the total audience so that the break-down into small groups and use of Nominal Group Process is not seen as an effort to control, manipulate, or "divide and conquer."

. BRAINSTORMING

While there is research evidence that suggests that group effectiveness may be superior using Nominal Group Process compared to Brainstorming, Brainstorming is such a simple, easy-to-use technique that it is much more frequently used as a participatory technique.

Brainstorming strives to solve three problems:

1. The need for a climate of psychological safety for creativity to be encouraged.
2. The need for people to suspend evaluation in order to be creative.
3. The tendency to approach problems in a fixed, limited way.

The procedures of Brainstorming are quite simple:

1. ALL EVALUATION SUSPENDED:

Participants are encouraged to generate as many ideas as possible in response to a question or problem statement with no evaluation allowed. All ideas, regardless of their apparent validity, are written down on a flip chart (or better yet, pre-hung flip chart paper). A Facilitator will gently, but

firmly, remind all participants to stop any evaluation that occurs, including hoots of laughter.

2. "WAY-OUT" IDEAS ENCOURAGED:

Since there is a tendency to approach problems in a rigid, fixed manner, only those ideas which fit this limited approach appear "sensible." To break out of a single approach to the problem, participants are encouraged to generate all kinds of ideas, including "way-out" ideas. This has caused the technique to be called "Blue-skying" based on the notion that "the sky's the limit." While a particular "way-out" idea may not itself be useful, it may contribute to a new way of thinking about a problem and be a path to other ideas which are extremely productive or creative.

3. GROUP SELECTS EVALUATION PROCESS:

Brainstorming by itself does not result in any evaluation but produces an "undigested" list of ideas. As a result it is necessary for the group to utilize some means of evaluation to narrow down the list, unless this narrowing will be done by a subsequent staff evaluation. Some of the methods which can be employed include:

- a. Discuss Each Item: If there is ample time then it is ideal to be able to discuss each item, as after discussion ideas that initially seemed improbable may seem quite productive. This can, however, be extremely time-consuming.
- b. Brief Discussion - Individual Rating: An alternative would be to utilize the evaluation system from the Nominal Group Process discussed above. In this approach there is a brief discussion of each idea, usually focused around clarification of the idea more than debate, followed by a ranking of ideas using 3 x 5 cards. This saves time, but there is greater risk that some idea, the value of which is not as immediately apparent, will not receive adequate attention since only a limited number of ideas are selected for priority.
- c. Straw Vote: Another method is the Straw Vote. In the Straw Vote a question is agreed upon such as, "Which ideas do you feel are worth further consideration?" Then each participant is allowed to vote for as many ideas as they wish. Theoretically a participant could vote for all the ideas; but in fact some ideas will receive votes from all participants, some will receive none, and most will receive a few. One important thing about straw votes is that the results are advisory. The group may choose to accept the outcome of the Straw Vote, or it may choose to alter it or simply use it as the starting point for further evaluation.

- d. Eliminate the Useless Ideas: Some groups find that they can take the time to discuss every idea once they have weeded out those ideas that are obviously useless. One way this is done is to move quickly through the list and participants can state which ideas they believe are useless. Unless someone else is willing to make a defense of an idea it is eliminated. If someone does seriously defend the idea, then the idea usually is left in by the group for further evaluation.

A number of variations also exist on Brainstorming.

USES OF BRAINSTORMING

Brainstorming is equally useful in problem identification, generation of possible solutions, or identification of possible impacts of alternatives. Brainstorming will typically generate an extremely large quantity of ideas which must somehow be evaluated in ways acceptable to the group. Brainstorming is a particularly good beginning activity for a small group as it always produces results and usually generates a high level of energy and enthusiasm. The difficulty is to maintain this same energy and enthusiasm during the evaluation period. Because of its simplicity and the short period of time required for Brainstorming, it can be effectively combined with numerous other public involvement activities.

. THE SAMOAN CIRCLE

The Samoan Circle is a technique which is useful when you have a relatively large group (20-50) but want to have the kind of interaction of a small group.

Supposedly--although this has not been verified--the name "Samoan Circle" comes from a tribal custom of Samoa. According to the story, whenever the Samoans had a big problem they would hold a large council on one of the islands. Everyone would gather in a circle to hear the problem presented and discussed. As the discussion continued, those who were less interested in the problem of the points being discussed would drift out to the periphery, while those who were strongly interested would cluster in the center. People would move in and out as their

interest waxed and waned. There were no pre-determined limits on discussion. Discussions simply continued until there was agreement on a course of action.

This basic approach has been adapted into the following procedure:

1. An inner circle of 5-6 chairs is established in the middle of the meeting room.
2. Outer circles of chairs are established so that there is an outer chair for every participant.
3. Only people seated in the inner circle are allowed to speak.
4. Anyone who wishes to speak can move into any open seat in the inner circle.
5. If all seats in the inner circle are filled, then an individual who wishes to speak stands behind one of the chairs. Usually someone will vacate a chair shortly.

Structured or Unstructured Discussion: In the "pure" form of the Samoan Circle, people in the inner circle are permitted to speak as long as they want and on any subject. There is no discussion leader, and people in the inner circle "facilitate" their own discussion.

It is also possible to have one seat in the inner circle permanently occupied by a discussion leader. The discussion leader would not get involved in the content but would help keep the meeting on the track, summarize comments, accept feelings, etc. A set agenda can also be discussed if desired. A recorder may also keep a summary of the meeting on the flip chart.

The advantage of the unstructured approach is that the meeting belongs completely to the participants. The agency cannot be viewed as interfering or in any way predetermining the outcome. On the other hand, a skilled discussion leader may be able to help participants feel "listened to," and may help the discussion stay focused.

Purpose of the Samoan Circle: The Samoan Circle is an effective technique for forming a consensus or agreement. It allows for complete expression of views, with everyone feeling he/she has participated, regardless whether they have spoken frequently or not.

Limits on the Use of the Samoan Circle: Like all small group techniques, the Samoan Circle is less likely to work if people are uncomfortable with its use. Also, as audience size gets larger (40-50 people) it may be necessary to have microphones in the inner circle to allow everybody to hear the discussion.

EXHIBIT O

MEMORANDUM TO REGIONAL VOCATIONAL ADMINISTRATORS:-

Phone: (612)633-1103

VOCATIONAL EDUCATORS WORKSHOP

Educational Operations Concepts, Inc.

1773 Skillman West

Saint Paul, Minnesota 55113

January 31, 1985

To: Regional Vocational Administrators
Program Approval and Evaluation
Department of Adult, Vocational
and Technical Education
Illinois State Board of Education

From: Fred C. McCormick, Ph.D., President

It was good meeting with you briefly in Peoria last fall. Our Quality Assistance Plan (QAP) Project this year continues in "high gear". One of the highlights of the Project was a January 18 "Illinois Vocational Plan Writers Workshop on the Quality Assistance Plan (QAP)", at Elmhurst, for the Suburban Cook and Lake Counties Region. The agenda for that workshop is attached. Following an overview of the QAP Process, the areas of Needs Assessment, Objectives, and Evaluation were presented, developed, and shared by the active and enthusiastic participants.

We would be happy to conduct the same or a similar workshop (through June, 1985) in other DAVTE Regions where it is possible for you to convene a gathering of your local vocational educators. If you think that there would be interest in such a workshop within your Region, please contact Dr. Peter Seidman at DAVTE/ISBE, (217) 782-4620, by February 15. Kindest regards.

c: Research and Development
QAP Contract Administrators, DAVTE/ISBE

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Illinois
State Board of
Education

EDUCATION IS EVERYONE'S FUTURE



100 North First Street
Springfield, Illinois 62777
217/782-4321

Walter W. Naumer, Jr., Chairman
Illinois State Board of Education

Ted Sanders
State Superintendent of Education

February 4, 1985

Dr. and Mrs. Fred McCormick
Educational Operations Concepts, Inc.
1773 Skillman West
St. Paul, Minnesota 55113

Dear Fred and Eileen:

On behalf of the Suburban Cook and Lake County Vocational Directors, I wish to thank you for the informative meeting or planning for QAP's. I received positive responses from several directors and I'm sure the materials they received will be put to good use.

Thanks again for an informative session. It's always good to see you both.

Sincerely,

Bonnie Maguire

Bonnie Maguire
Regional Vocational Administrator
Suburban Cook and Lake Counties

BM/md

A Third-Party Evaluation to Assess the Impact of the Quality Assistance Plan: Continuation (R-31-25-X-0334/0341-496) was developed pursuant to a funding agreement with the Illinois State Board of Education/Department of Adult, Vocational and Technical Education/Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in this Final Product do not reflect, nor should they be construed as policy or opinions of the Illinois State Board of Education or its staff.

* * *

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